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ABSTRACT

This hearing on the needs of historically black colleges and universities is part of a series designed to explore the issues these institutions face and the opportunities associated with historically black colleges and universities. The opening statement of Representative Peter Hoekstra, chair of the Subcommittee on Select Education, is followed by these statements from these individuals: (1) Representative Tim Roemer; (2) Representative Patsy T. Mink; (3) Representative Howard P. McKeon; (4) Representative Major Owens; (5) William B. Delauder, president, Delaware State University; (6) Shirley A. R. Lewis, president, Paine College; (7) Frederick S. Humphries, president, National Association for Equal Opportunity in Higher Education; and (8) Christopher Elders, student, Morehouse College. Appendixes contain the written statements of these witnesses. (SLD)

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RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21ST CENTURY

JOINT HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

AND THE

SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, FEBRUARY 13, 2002

Serial No. 107-43

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Table of Contents

Table of Contents i

OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 2

OPENING STATEMENT OF RANKING MINORITY MEMBER TIM ROEMER, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 3

OPENING STATEMENT OF RANKING MINORITY MEMBER, PATSY T. MINK, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 4

OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 5

OPENING STATEMENT OF REPRESENTATIVE MAJOR OWENS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 8

STATEMENT OF WILLIAM B. DELAUDER, PRESIDENT, DELAWARE STATE UNIVERSITY, DOVER, DELAWARE 13

STATEMENT OF SHIRLEY A.R. LEWIS, PRESIDENT, PAINE COLLEGE, AUGUSTA, GEORGIA 16

STATEMENT OF FREDERICK S. HUMPHRIES, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVER SPRING, MARYLAND 18

STATEMENT OF CHRISTOPHER ELDERS, STUDENT AND RHODES SCHOLAR, MOREHOUSE COLLEGE, ATLANTA, GEORGIA 23

APPENDIX A – WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 31

APPENDIX B -- WRITTEN OPENING STATEMENT OF RANKING MINORITY MEMBER, PATSY T. MINK, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 37

APPENDIX C -- WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 43

APPENDIX D -- STATEMENT OF WILLIAM B. DELAUDER, PRESIDENT, DELAWARE STATE UNIVERSITY, DOVER, DELAWARE 49

APPENDIX E -- STATEMENT OF SHIRLEY A.R. LEWIS, PRESIDENT, PAINE COLLEGE, AUGUSTA, GEORGIA 57

APPENDIX F -- STATEMENT OF FREDERICK S. HUMPHRIES, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVER SPRING, MARYLAND 75

APPENDIX G -- STATEMENT OF CHRISTOPHER ELDERS, STUDENT AND RHODES SCHOLAR, MOREHOUSE COLLEGE, ATLANTA, GEORGIA 91

Table of Indexes 96

HEARING ON RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21ST CENTURY

WEDNESDAY, FEBRUARY 13, 2002

U.S. HOUSE OF REPRESENTATIVES,

SUBCOMMITTEE ON SELECT EDUCATION,

JOINT WITH

SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS,

COMMITTEEON EDUCATION AND THE WORKFORCE,

WASHINGTON, D.C.

The subcommittees met, pursuant to notice, at 10:45 a.m. in Room 2175, Rayburn House Office Building, Hon. Peter Hoekstra [chairman of the Subcommittee on Select Education] presiding.

Present: Representatives Hoekstra, Tiberi, Norwood, Hilleary, Roemer, Scott, Holt, Davis, McCollum, Sanchez, McKeon, Isakson, Castle, Mink, Kind, Wu, and Hinojosa.

Also Present: Representatives Owens, Payne, and Ford.

Staff Present: George Conant, Professional Staff Member; Patrick Lyden, Professional Staff Member; Krisann Pearce, Deputy Director of Education and Human Resources Policy; Deborah L. Samantar, Committee Clerk/Intern Coordinator; Kathleen Smith, Professional Staff Member; Holli Traud, Legislative Assistant; Heather Valentine, Press Secretary; Cheryl Johnson, Minority Counsel; James Kvall, Minority Legislative Associate/Education; Maggie McDow, Minority Legislative Associate/Education; Joe Novotny, Minority Staff Assistant/Education; and Brendan O'Neil, Minority Legislative Associate/Education.

OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman Hoekstra. The subcommittees will come to order.

We're meeting today to hear testimony on the needs of historically black colleges and universities in the 21st century. Under committee rule 12 (b), opening statements are limited to the chairman and the ranking minority member on the subcommittees. Therefore, if other members have statements, they will be included in the hearing record. With that, I ask unanimous consent that the record remain open 14 days to allow members to insert extraneous material into the official hearing record. Without objection, so ordered.

I understand that some members of the panel have a commitment earlier than what we had expected, or we hadn't expected that we would have two votes at 10:00 that would lead us to 10:45.

So let me abbreviate my statement, and I will submit the entire statement for the record.

This has been a very interesting program and a very interesting project for me to work on.

I had the opportunity to visit some of the historically black colleges, working with Congressman Watts on exploring the different issues associated with historically black colleges, and some of the opportunities associated with historically black colleges.

There has been a commitment in this Congress to address the issues, the concerns, and to create some opportunities. It is a bipartisan commitment. It is something that is also shared with the White House.

We have significantly increased funding for historically black colleges, but I think we all recognize that this is about much more than just money.

This is making sure that we help provide every young person in America who wants to receive a higher education, the opportunity to achieve.

With that, I will just submit my opening statement for the record.

I will yield to Mr. Roemer.

WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX A

OPENING STATEMENT OF RANKING MINORITY MEMBER TIM ROEMER, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Roemer. I thank my chairman and thank him for calling the hearing this morning and look forward to our witnesses testifying today.

I want to thank Major Owens, Donald Payne, Harold Ford, and Alcee Hastings, members of the black caucus, who join us today, Bobby Scott, on the committee, my members, Patsy Mink and Ron Kind and Loretta Sanchez, as well, too.

America's historically black colleges and universities have provided millions of Americans from all backgrounds with rich and enduring higher education opportunities.

They have developed innovative academic strategies, supported cutting edge research, and launched the careers of millions of today's leaders, including scientists, doctors, teachers, lawyers, artists, entrepreneurs, and community and religious leaders.

Today these institutions face new challenges as they prepare a new generation of Americans for the 21st Century.

To ensure that all Americans have access to high quality education, we must ensure that all students have the financial assistance and support to start and stay in college, and we must ensure that all higher education institutions have the resources to perform vital research, succeed, and prosper.

I have joined a 119 of my colleagues in sponsoring H.R. 1162, the 21st Century Higher Education Act, introduced by my ranking member, George Miller.

This act will substantially expand college opportunities through student aid and early intervention efforts, double resources to strengthen the infrastructure of minority-serving institutions, and harness the strengths of minority-serving institutions to prepare teachers and the high tech workforce of tomorrow.

I was disappointed to see key parts of President Bush's fiscal year 2003 budget. I want to refer to the graph over here and the chart.

Not only did it include the smallest increase in direct aid to HBCUs in recent years, it also level funded many programs that provide valuable dollars to HBCUs and indirectly through student aid.

We look at the graph and we see supplemental education opportunity grants flat funded; work study programs, flat funded, no increase; Perkins loans programs, flat funded, no increase; leveraging educational assistant partnerships, which encourage states to provide college scholarships to low income students, eliminated, cut by $67 million; Gear-Up, flat funded; TRIO, flat funded.

Colleges cannot survive if students do not have adequate resources to be able to attend them, and I was very disappointed in the low level of funding for some of these programs.

I hope that this hearing and others like it can convince the administration that it is important for HBCUs not only to increase direct aid to HBCUs, but that it is also important to provide more opportunities for HBCU students by increasing student aid, as well.

At this time, I would like to yield some of my time to the gentle lady from Hawaii, Mrs. Mink.

Mrs. Mink. Thank you very much. I ask unanimous consent that my entire statement may be entered into the record at this point.

Chairman Hoekstra. Without objection.

OPENING STATEMENT OF RANKING MINORITY MEMBER, PATSY T. MINK, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mrs. Mink. I would like to join my colleagues in welcoming our witnesses.

I very much appreciate the opportunity to hear about the needs of historically black colleges and universities, and to note what your goals and challenges are, and hope that your remarks may challenge the Congress to do more with respect to these issues.

The Congress will be turning its attention to re-authorization of the Higher Education Act next year and your input will be extremely valuable.

So the time that you have taken from your own personal schedules is very deeply appreciated by the members of this committee.

We certainly are going to be relying upon your knowledge and your experience to guide us, to make sure that the needs of the historically black colleges are attended to.

As my colleague has noted, one of the real distressful notes that we have had to experience the past few days is that the president's budget has so woefully neglected the needs of our students,

particularly the low-income students.

As my colleague has noted, there has been no increase in the level of funding on the very important special programs that are directed to low-income students. The Gear-Up, TRIO, Leap, all of these programs have not been increased at all.

So we have a great deal of work to undertake and must meet this challenge, not only in this committee and the re-authorization, but to fight the appropriations battle in those committees as we conclude our work this year.

Again, I thank you very, very much for coming and we will be looking forward to your testimony.

Thank you very much.

WRITTEN OPENING STATEMENT OF RANKING MINORITY MEMBER, PATSY T. MINK, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX B

Mr. Roemer. Thank you, Mr. Chairman.

I know we have a lunch for them. So I yield back the balance of my time.

Chairman Hoekstra. That's awful generous. I think you used it all.

Mr. Roemer. Did I use it all?

Chairman Hoekstra. I think so. Thanks.

I would now like to recognize my colleague from California, the Chairman of the Subcommittee on 21st Century Competitiveness, Mr. McKeon, for purposes of making an opening statement.

OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. McKeon. Thank you, Mr. Chairman. Good morning.

I want to welcome our witnesses here today and thank you for taking the time to appear before our subcommittees.

You have direct experience with the day-to-day issues facing historically black colleges and universities. We in Washington need to hear your views and learn from your experiences if we are going to be able to help you improve the education that your students so deserve.

I want to thank the gentleman from Michigan, Chairman Hoekstra, for undertaking this series of hearings in his subcommittee.

He has opened an important dialogue and students across the nation will ultimately benefit from your efforts, Chairman Hoekstra.

When we re-authorized the Higher Education Act in 1998, we focused our efforts on three important objectives; making college more affordable, simplifying the student financial aid system, and stressing the academic quality for our students.

I believe we were largely successful in these goals and I have continued to keep them in mind as my subcommittee has addressed issues affecting higher education.

Since that time, we have had a number of successes in improving access to education for disadvantaged students.

We have increased the maximum Pell grant award every year since 1995. For fiscal year 2002, the maximum Pell grant is at a record high of $4,000.

We have enacted legislation to ensure that student loans continue to be available to all who need financial assistance, and we reduced the interest rate paid by borrowers to historically low levels.

We have increased support for programs, such as college work-study, which now receives in excess of $1.2 million per year, and the TRIO programs, which now receive in excess of $800 million per year.

However, the job is not done. According to the Department of Education, minority students attend college at a rate that is 10 percent below that of their peers and complete college at a rate that is almost 20 percent below that of their peers. We must close this gap.

I realize that HBCUs face some unique challenges. In many instances, their campuses date to the 1800s and their facilities oftentimes are ill suited to accommodate new information technology.

They face increasing competition for faculty and staff, as well as increased competition in fund-raising.

Yet, as the price of a college education spirals across the country, HBCUs manage to keep their tuition relatively low.

Despite their unique needs, HBCUs have enjoyed some remarkable successes. For example, they are responsible for producing 28 percent of all bachelor's degrees earned by African-Americans. HBCUs produce 15 percent of all master's degrees and 17 percent of all first professional degrees earned by African-Americans.

We hope to work with you to build on these successes and do our part to help you meet the needs you face.

Finally, I would like to draw your attention to the Fed Up initiative that will reduce the regulatory burdens faced by each of you, so that you can focus your time on your primary mission: educating students.

I am pleased to report that Secretary Paige has initiated negotiated rule-making sessions in support of Fed Up, and I urge all of you to be involved.

Later this year, I will introduce legislation to remove some of the statutory hurdles to regulatory reform, and I will need your support to help gain its enactment.

I look forward to continuing to work together to accomplish our shares goals and I look forward to hearing from our witnesses here today.

Thank you.

WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX C

Chairman Hoekstra. Thank you, Mr. McKeon. I now recognize the ranking minority member of the Subcommittee on 21st Century Competitiveness, Mrs. Mink, or her designee, for an opening statement.

Mrs. Mink. Thank you very much. I am pleased to yield such time as he may consume to my distinguished colleague, Major Owens.

OPENING STATEMENT OF REPRESENTATIVE MAJOR OWENS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Owens. Thank you very much. I want to thank the members and the chairmen of the subcommittees for allowing me to appear here. Thank you very much, Mrs. Mink.

I have a written statement that I will submit for the record.

I want to first congratulate the ranking members for holding this hearing. I want to also welcome the presidents and the representatives of the historically black colleges and universities.

We are quite happy about the bipartisan effort that is going to go forward to make certain that these colleges and universities receive the kind of recognition that they deserve.

I speak on behalf of myself as the chairman of the Congressional Black Caucus Education Task Force, and I speak for the chairperson of the Congressional Black Caucus, Eddie Bernice Johnson, and all of the members, many of whom would liked to have been here, but were unable to due to time constraints.

Mr. Chairman, the history of bipartisan cooperation and support with historically black colleges and universities has been a model of the kind of bipartisan effort we should maintain across the board in education.

Education should be as bipartisan as foreign affairs and, certainly, since the 1986 legislation, which was the first distinct recognition of historically black colleges in federal legislation, since that legislation was passed, we have had the consistent support of both parties.

Even when our parties were most contentious about education in 1994 and 1995, no one from either side ever proposed cutting the Title III-B, which supports historically black colleges and universities, and that kind of support has continued until today.

We have raised the argument then that these institutions are unique in the constellation of 3,000 or more higher education institutions in the United States, this slightly more than a 100-110 colleges and universities is a small grouping.

But they make a very special contribution. In order to exist, they have to overcome overwhelming obstacles. Many of those obstacles related to financing, since they had no support from governments for a long time, and they had to exist on improvisations of all kinds.

Many of the early graduates, of course, were very poor; as yours truly, I came from a family of eight. My father never earned more than minimum wage at a factory job and often he was laid off.

And even when the Ford Foundation gave me an all-expenses-paid scholarship to Morehouse College, paid for the books, everything, my father and mother had to work very hard to scrape together the train fare from Memphis to Atlanta, or the other slight expenses that they had.

That kind of poverty, I assure you, still exists, and many of these institutions are able to bridge that gap, and that is one unique contribution they continue to make, because many of our historically black colleges and universities are nationally renowned institutions.

Some have four or five applications for every place that they have, and don't have to struggle necessarily for their financial existence as hard as the former institutions had to struggle. But they are still unique and they have a role to play in terms of the population that they educate, a population that we very much need.

We need diversity in all our professions, from the CIA and the FBI to teachers, information technology workers, nurses, people who can clean up anthrax and specialists who understand and can clean up anthrax and take care of bio terrorism. Across the board, we need more brainpower, and that brainpower can come from all sectors and certainly the sector served by the historically black colleges and universities capable of producing some people who are able to handle some very unique and sensitive jobs.

At this point, I would like to yield the remainder of my time to my colleague from New Jersey, Mr. Donald Payne.

Chairman Hoekstra. I think the gentleman's time has expired, but, Mr. Payne, if you can keep it brief. Is that all right?

Mr. Payne. I will be extremely brief. I think that my colleague, Major Owens, really, as a product of historically black colleges, has certainly covered it adequately, and for all of the previous speakers on both sides of the aisle, has made it very clear that we are here to acknowledge the importance.

I think it is very interesting, being that this is Black History Month, that many of the leaders of our society from slavery to the present were encouraged as we moved forward and educated at historically black colleges.

So I am here to support historically black colleges. Many students from New Jersey attend historically black colleges.

I wanted to attend it myself, but I couldn't afford the train fare from New Jersey. It's more than it is from Memphis to the south.

So I stayed up north, but I certainly know the contributions of historically black colleges. Many of my nephews and nieces went to Hampton and other great institutions there.

So I am proud to be here, and congratulations on what you have done in the past and what you will continue to do in the future.

With that, I will yield back the balance of my time.

Chairman Hoekstra. I want to congratulate my colleague, Mr. Roemer, in getting four opening statements into the agenda today. Nice work.

Well, thank you. Several of the witnesses are from the same states as our members on this panel, and I want to give the members the opportunity to introduce their friends or acquaintances.

I would like to recognize the gentleman from Delaware, Mr. Castle.

Mr. Castle. Thank you, Mr. Chairman. I want to thank you and Chairman McKeon for calling this important hearing to examine the changing needs of our historically black colleges and universities.

I am particularly pleased that we will hear from my friend, the distinguished President of Delaware State University, Dr. William B. DeLauder, on this topic.

I am going to embarrass him by reading a little bit about him here.

The education of minority students in Delaware has come a long way since 1891, when the General Assembly established a state college for colored students as a separate educational facility for African-Americans.

At the time, the college offered only five courses of study. Today the university is a center for teaching research and public service and its purposes and objectives have changed with the times.

Under the guidance of Dr. DeLauder, the university, now known as Delaware State University, has increased the number of faculty with doctorates from 44 to 72 percent, and has implemented new graduate programs in biology, chemistry, and physics.

Delaware State was the first institution of higher education in Delaware to achieve national accreditation of its teacher education program, closely followed by the accreditation of business and certification of hospitality management.

This year marks Dr. DeLauder's 16th year as president, we are both getting older, and his tenure has been characterized by remarkable achievements within the university and our state.

Dr. DeLauder serves as chairman of the Commission on Higher Education of the Middle States Association of Schools and Colleges, a member of the board of directors for the Delaware State Chamber of Commerce, and the board of trustees of the Delaware Symphony Association.

He also serves on numerous other committees and commissions, focusing on the enhancement of institutions of higher education, too numerous, I'm afraid, to mention here.

Prior to his appointment to Delaware State University, Dr. DeLauder served as dean of the College of Arts and Sciences at North Carolina A&T State University in Greensboro.

Although Dr. DeLauder has announced that he and his wife Ramel will retire in 2004, I know he will continue to make an important contribution to the people in the community he calls home.

I am, therefore, pleased to personally welcome him to our committee. I am sure his lifetime of experience in education will be helpful as we consider ways to better serve our historically black colleges and universities and our students.

We thank you for your service to Delaware and to the country.

Chairman Hoekstra. Thank you, Mr. Castle. We will introduce the whole panel and for that, I will yield to my colleague from Georgia, Mr. Norwood, for another introduction.

Mr. Norwood. Thank you very much, Mr. Chairman.

Mr. Chairman and my colleagues on this great committee, it is my distinct pleasure to reintroduce to you Dr. Shirley Lewis.

I say reintroduce because Dr. Lewis testified before the Subcommittee on Post-Secondary Education, I think now, five years ago. It's hard to believe it's been five years, Shirley.

Mr. Chairman, Dr. Lewis is president of Paine College, in Augusta, Georgia. She assumed that position in July of 1994 and in doing so became the first female president of Paine College since it was founded in 1882.

Dr. Lewis has previously worked as professor in a number of colleges and universities around the country, including Vanderbilt, Meharry College, and the University of Pennsylvania. She earned her undergraduate and master's degrees from Berkeley and her Ph.D. from Stanford. Dr. Lewis is the author of many articles on higher education, the language arts, historically black colleges, and teacher training.

But I'll tell you, as impressive as Dr. Lewis' academic credentials and accomplishments are, what has always really impressed me about this lady is her commitment to our local Augusta community. It seems that there is hardly a civic, service, or religious organization in Augusta, Georgia that Dr. Lewis does not belong to and how she has all the time, I will never know. She is committed to improving our hometown of Augusta, and we who live in Augusta are great beneficiaries of her hard work.

Mr. Chairman and members of this committee, I regard Dr. Lewis as a friend and believe you will do very well to listen closely to her comments.

I thank you very much for the time, and, Shirley, I am just very pleased you are here today.

Thank you, Mr. Chairman.

Chairman Hoekstra. Thank you, Mr. Norwood.

I would like to take the opportunity to introduce Dr. Frederick S. Humphries.

Dr. Humphries is the president and CEO of the National Association for Equal Opportunity in Higher Education.

Previously, Dr. Humphries served as president of Florida Agricultural and Mechanical University and Tennessee State University.

He has received several honors of distinction, including Black Engineer of the Year Lifetime Achievement Award and the Educator of the Year Award from the National Society of Black Engineers.

Dr. Humphries has a Ph.D. in physical chemistry from the University of Pittsburgh and holds honorary doctorates from numerous universities.

Dr. Humphries, welcome to you.

Then I, again, would like to yield to another colleague from Georgia, Mr. Isakson, for purposes of an introduction.

Mr. Isakson. Thank you, Mr. Chairman. Thanks for calling this hearing.

It is a privilege for me today, as one born in the City of Atlanta, representing part of that great city in my congressional district, to acknowledge what most of you know, and that is the City of Atlanta has the highest concentration of historically black institutions of higher learning than any city in the United States of America.

One of those institutions, Morehouse College, as we know, one of our distinguished members, Mr. Owens, is an alumnus, and it is my privilege today to introduce a distinguished student from Morehouse College, Mr. Christopher Elders.

Mr. Elders is a senior, majoring in political science at Morehouse. Most importantly, he has been named a Harry S. Truman Scholar, which is a very prestigious and distinguished honor, and, in the year 2002, has been named a Rhodes Scholar.

He is presently the deputy executive director of the Morehouse Student Government Association and held the elected post of student senator from 1998 to the year 2000.

In September of this year, Mr. Elders will study international relations at Oxford University in England, following which he will seek a degree in law, and finally hoping to work for the State Department of the United States of America.

We welcome Mr. Elders today.

Chairman Hoekstra. Thank you. Thanks to the panel and thanks to my colleagues.

As I think the panel can see, we have a great degree of interest in the topic, and we appreciate you being here.

Dr. DeLauder, we will begin with you. Welcome.

STATEMENT OF WILLIAM B. DELAUDER, PRESIDENT, DELAWARE STATE UNIVERSITY, DOVER, DELAWARE

Mr. DeLauder. Welcome, and good morning. Mr. Chairman and distinguished and honorable members of the Joint Subcommittees on Select Education and 21st Century Competitiveness, ladies and gentlemen, I deem it an honor and a pleasure to have this opportunity to share some thoughts on the invaluable role that historically black colleges and universities play in educating America's people and provide some recommendations on the needs of HBCUs, needs that will enhance our ability to produce competent graduates for the 21st century.

I wish to acknowledge the support of my Congressman, my friend and former governor, Mike Castle, who very ably represents the people of Delaware and who has been a longtime supporter of Delaware State University, both as a former governor and now as a member of Congress.

I thank you, Congressman Castle, for your generous introduction and for recommending that I appear before this important joint subcommittee hearing.

Delaware State University is one of the nation's 107 historically black colleges and universities and one of the 17, 1890 land grant universities.

DSU is a comprehensive university, with a broad range of degree programs that include the various disciplines within the liberal arts and sciences and professional programs, including agriculture, business, nursing, social work, education, and airway science.

We offer the only social work program within the state of Delaware, with the Bachelor of Social Work and Masters of Social Work degree programs. We are the only HBCU that offers an airway science program and also provides its own flight training. This program has been nationally recognized because of its contribution to increase the number of minority pilots within the United

States.

Since their inception, the nation's HBCUs have been the major producer of African-American graduates at the bachelor's level. This was most recently documented by data published in the magazine entitled Black Issues in Higher Education.

The magnitude of the HBCU contribution to educating African-Americans can be seen further from the fact that only about 4 percent of the approximately 2,400 four-year institutions are HBCUs, but these institutions, in 1999, produced about 24 percent of African-American graduates with four-year degrees.

Furthermore, most of the African-American leaders within this nation have been educated at HBCUs.

The track record of the nation's HBCUs is impressive, but the challenge of eliminating the educational attainment gap between African-Americans and white Americans remains. According to data published by the U.S. Department of Education, African-Americans have about a ten-percentage point lower rate of college attendance and about a 17 to 19-percentage point lower college completion rate as compared to whites.

This inequity can best be addressed by increased production by both HBCUs and traditionally white institutions.

The capability of the nation's HBCUs can be increased provided that certain federal support is sustained and pressing needs are addressed.

In my opinion, the number one need is an effective financial aid system. The Pell grant is the basic grant program for needy students, but the current maximum level is not sufficient to either reduce the average loan students must take or to reduce the unmet financial aid need. Many low and middle income students still struggle to pay for their education because of the magnitude of the unmet financial aid need. On my campus, for example, the Pell grant would have to be raised by about $1,500 to eliminate the unmet financial aid need.

More funds are also needed for the SEOG program and for work-study programs. Financial aid is one of the major deterrents to the lack of persistence of many students in institutions of higher education.

The TRIO programs are well-established and effective programs, but the level of support must be substantially raised to have the maximum impact. For example, every HBCU should have programs in talent search and upward bound and in student support services, and this is only possible if funding is substantially increased.

The Title III-B programs are the essential programs in support of the continue development of HBCUs. It is commendable that the president has recommended an increase in the Title III program that support HBCUs, but this increase does not translate into a significant increase for the average HBCU. I urge your continued support of these programs and ask that you consider an even

greater increase in the funding levels.

HBCUs are major producers of teachers for America's schools, and that capacity must not be diminished. In fact, it should be enhanced to increase productivity. Arbitrary accountability measures that rely strictly on testing without a correlation with effective teaching must be avoided. Any program that results in a decrease in the number of HBCUs that have teacher education programs will only exacerbate an already critical shortage of African-American teachers. We must strengthen our teacher education programs, not eliminate them.

The maintenance of existing facilities and the need to construct modern facilities are continuing challenges for any HBCUs, especially for private HBCUs. A major investment in facilities for HBCUs is needed to address this problem.

I recognize, also, that there are many programs that support HBCUs that are not under the jurisdiction of this committee, but I will mention them here in the context of the overall needs of HBCUs. Programs such as MBRS, MARC, and the Research Centers of Excellence of NIH programs within the National Science Foundation that support science and engineering, particularly those within the educational directorate programs within other agencies that support science and engineering, to include NASA, the Department of Energy, the Department of Defense, et cetera, and support through the U.S. Department of Agriculture for the 1890 land grant universities, are all essential for maintaining and enhancing the HBCUs' significant role in producing African-American graduates.

Continued increased support of HBCUs is an investment in America's future. An educated person is more likely to be an asset to society rather than a liability.

HBCUs are committed to providing access and opportunities for success for all students, particularly African-American students.

In order for the United States to remain competitive, she must educate more and more of her people. HBCUs play a major role in achieving this objective. I hope that you share my view and that you will support increased funding for the nation's HBCUs.

I thank you for giving me this opportunity to appear before this distinguished committee, and may God bless each of you.

Chairman Hoekstra. Thank you very much. Dr. Lewis?

STATEMENT OF WILLIAM B. DELAUDER, PRESIDENT, DELAWARE STATE UNIVERSITY, DOVER, DELAWARE – SEE APPENDIX D

STATEMENT OF SHIRLEY A.R. LEWIS, PRESIDENT, PAINE COLLEGE, AUGUSTA, GEORGIA

Ms. Lewis. Thank you to the Chairman, to all of the members on the panel, and to my Congressman, Charlie Norwood, I want to give you thanks and praise for having this session.

I want to bring greetings to you from the Paine College family and my personal invitation to come and visit Paine College, one of our sister historically black colleges and universities. I know that you will feel welcome, but the additional thing that I am sure that you will feel immediately is our sense of mission. We are indeed schools with a very special goal of providing leaders and persons who will serve not only the African-American community, but also the nation and the world.

You can tell the mission of Paine College by just looking at the history and then looking at the present. We were founded by a partnership of the Colored Methodist Episcopal Church, now Christian Methodist Episcopal Church, and the Methodist Episcopal Church South, now the United Methodist Church. The former slave who became a bishop in the CME Church, Lucius Holsey, went throughout Virginia and the state of Georgia collecting funds for the school and came back with $8.85, collected penny by penny from the freedmen. His partner in this goal, Atticus Haygood, from the Methodist Episcopal Church South, brought $2,000. But at this particular point in time, 1882, the $8.85 probably exceeded, in value and effort, the 2,000.

But Paine Institute was begun and has evolved over time to a full-fledged liberal arts college, fully accredited, with five academic divisions, and a wonderful legacy of achievement among its alumni.

Mack Gipson, the first African-American to obtain the Ph.D. in geology in the United States, who was a NASA consultant; Shirley McBay, the first African-American Dean at MIT; internationally acclaimed novelist Frank Yerby; Bishop Woodie White of the United Methodist Church; Nathaniel Linsey, Bishop of the CME Church; Dr. Charles Larke, presently acceded as the first African-American head of the school district in Augusta; and 10 college presidents.

Our outstanding faculty exceeds in their disciplines and serves as mentors. In the meantime, if they do not yet have their doctorate degree, they seek funds to pursue that degree.

They conduct research in their spare time and many of our faculty has been able to take advantage of the Fullbright-Hays summer study program. Some of have studied in Israel, Morocco, Egypt, and elsewhere.

Through a combination of direction, instruction, faith, and expectation, Paine College has produced a number of outstanding recent graduates and a number of students still enrolled, who struggle to continue on that path of achievement.

In the Class of 2001, among our graduates was a student who came to us from the state of Washington, fully dependent upon financial aid, who had the drive and the stick-to-it-iveness to graduate summa cum laude, and was accepted with full funding to the Ph.D. program in English at

Penn State University.

Our valedictorian, a local woman, graduated with having been accepted to three graduate schools with full funding, University of Kansas Medical School, Virginia Commonwealth University, where she went to the Ph.D. program, and the Medical College of Georgia, where she is pursuing a Ph.D. in microbiology.

And we have a number of students with those kinds of outstanding, wonderful stories, but we have some students enrolled who are probably going to get there, but are still struggling.

One of my most touching stories is of a young man from Augusta, whose parents are dead, who was adopted by a local church. Someone at that church was a Paine alum and told him to get in the Upward Bound program and at Upward Bound; he decided he liked being on a college campus. So he eventually enrolled at Paine College. He graduated last year, also. He graduated with honors, voted outstanding student of the year, and is currently applying to graduate school, after working for one year for me.

And then I have a student who we would call from the hip-hop generation. That's what he looks like, pants kind of low, hat kind of acey-deucey, and big tee shirt. He's from Los Angeles.

I met him in the cafeteria the other day and he said, `you know, when I first came to Paine College, I didn't like it here. It's too slow. I don't like living in the country." See, in Augusta, we don't think we live in the country. If you're from L.A., maybe you think that's the country. He said he was going to leave and go to some other big city school, until one night, as he decided to go out to a dance, and went to his closet, he realized he could put on any color he wanted to, because in some cities in America, you can only wear the color of your gang or your neighborhood and if you wear the wrong color, you might even be killed.

He said he looked in the closet and he realized he could wear any color. He wasn't worried about his life, and he decided he would stay at Paine College.

So we have many missions and many people of various backgrounds and experiences. The thing that we do believe is that you can make it from there.

The students who attend Paine College are 90 percent dependent on federal financial aid. We are very dependent on success and support from things like the Pell grant. Even though we try to provide every student who qualifies with total financial aid packages, we are not able to do so.

So we cover our students at about 81 percent. Almost every student at Paine College is working and taking loans, and most of our students, by the time they graduate, after four years or five years, in some cases, are $20,000 in debt. Yet they stay at Paine College because they believe they can make it from there.

So we need many things. Our goals include increased financial aid and scholarship support. Our endowment has increased from $7 million to $10 million. We are excited that it is moving in the right direction, but $10 million is no endowment for a school depending on yield to meet its

goals.

So we are searching ways in which to increase our endowment. We look for faculty development funds. Our faculty earn less than some schoolteachers who teach in Augusta in the public school system in some cases, and as these faculty retire and we attempt to recruit others, we will need money to increase faculty salaries and to help faculty go on and complete their doctorate degrees.

We are looking for your support for increased funding for Pell grants, for SEOG, for endowment funds, for way to increase the TRIO program, the Title III-B, strengthening historically black colleges at the undergraduate level and at the graduate level, and for the Thurgood Marshall Support Program.

I know that with your assistance in these ways, that we will be able to meet our goals.

And there is one other thing that I request from you, which you are doing, and that is that, indeed, in addition to the funding that we request, we request your continued support and interpretation about our mission and our contributions, and I know that together we will succeed.

Thank you.

STATEMENT OF SHIRLEY A.R. LEWIS, PRESIDENT, PAINE COLLEGE, AUGUSTA, GEORGIA – SEE APPENDIX E

Chairman Hoekstra. Thank you very much. Dr. Humphries.

STATEMENT OF FREDERICK S. HUMPHRIES, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVER SPRING, MARYLAND

Mr. Humphries. Thank you, Mr. Chairman and other distinguished members of the joint subcommittee, and Mr. Owens and Mr. Payne.

I would like to say to the committee that you are all my Congresspersons. You represent the schools that are members of NAFEO across the spectrum, Indiana, New York, New Jersey, Illinois, California, and all of the Southern and Southeastern states.

So my Congresspersons here today, you are my elected representatives.

I am Frederick Humphries, the chief executive officer and president of the National Association for Equal Opportunity in Higher Education.

As the president and chief executive officer of the National Association for Equal Opportunity in Higher Education, I would like for you to know that our membership is 118 institutions of higher education, and they are all of the historical black colleges and universities, both private and public, and some 16 predominantly black institutions, which are basically northern and western institutions.

Our membership includes York College in New York City, Medgar Evers College in New York City, over to Compton Community College in Los Angeles, California.

In Chicago, we have Chicago State University as a member institution, and in the City of Detroit, we have Harris Business School and Wayne County Community College, and, soon, Wayne State University shall be a member of NAFEO.

And that is by the shifting sands of our demography, we now have predominantly black institutions almost all over the country, and they are members of the National Association for Equal Opportunity in Higher Education.

But even more notably, I am proud to say that 45 years ago, I obtained my baccalaureate degree from a historically black university, Florida A&M University, and then eventually had the honor to serve for almost 27 years well, not almost, but 27 years, as president of what I consider to be two of the most distinguished historically black colleges and universities in our nation; Tennessee State University I served for ten and a half years in Nashville, Tennessee, and my alma mater, Florida A&M University, where I just left the presidency on December 31, 2001.

There is only one black college, only one college in America, that has consistently whipped Harvard at anything, and that was Florida A&M University. In America, the number one slot for the recruitment of National Merit Scholars and National Achievement Scholars has always been the honors of Harvard. That was the case until 1992, when, for the first time in America, an institution attracted more National Achievement Scholars than Harvard University. That university made national headline news. It was the front page of the life section of the USA Today, and that university was Florida A&M University.

Florida A&M University whipped Harvard in 1992, 1995, and 1997, and Harvard tied Florida A&M University for National Achievement Scholars in the year 2000.

And this past fall, Harvard, again, was number one. They recruited 55 National Achievement Scholars and Florida A&M recruited 52. We would have beaten them, but we gave out our money.

The only school in Florida, Florida A&M University is the University of Florida in Florida, the only school to achieve national distinction is Florida A&M University, which was voted in 1997-98 by Time Magazine as College of the Year, on national television, CNN, and when the announcer announced that we were the College of the Year, he turned to his co-anchor and he said "Does that mean that Florida A&M University is the best college in America?" And then he looked at me and he asked, "Does that mean, sir, that you are better than Harvard?" I said, "Yes,

sir, for this year."

So we won the Time Magazine Prints Review College of the Year.

It is with those thoughts in mind that I would like to offer the following comments. Looking back on some of the roads I have traveled, it is clear to me that much of the success and achievement that has occurred within the HBCU community is a direct result of policies and programs that have been established at the federal level.

The 1964 Civil Rights Act, the 1965 Higher Education Act, including the 1986 amendments authorizing Title III programs, the Pell grant program, the recent establishment of the Office of Minority Research at the National Institutes of Health, and a broader cadre of programs cutting across the federal enterprise, including the Fed Up initiative launched by Chairman Buck McKeon to eliminate costly, complex regulatory burdens imposed on institutions of higher education, all have assisted the HBCUs greatly.

However, the question we attempt to answer today in light of the temporary socioeconomic, scientific, and technological challenges that are upon us, is where do we go from here.

And I might just cite some statistics for you. My colleagues have covered the financial aid programs, so I won't bother to repeat that. But I did want to call attention to some important facts for you to consider.

Today in America, we give over 41,000 Ph.D.'s annually. Of that number, somewhere around 6,500 to 6,800 are given Ph.D.'s in engineering, one of the most important degrees that we can give in our nation.

But in the granting of those Ph.D.'s, only about 3,000 are going to American citizens, and of the 3,000 that are going to American citizens, only about 62 are going to African-Americans.

The National Science Foundation and other technological agencies of our federal government have been increasingly concerned about the production of scientists, engineers, and technical personnel that come out of the minority segment of our society, and increasingly have tried to establish programs that would focus on those particular activities.

And I want to tell this committee that there has always been an uneasy alliance in the National Science Foundation between educational and human resources and the research enterprise fostered by the National Science Foundation.

In that area, and I know that this is not necessarily particular to the concern of this committee, but there is something that is the concern of this committee, the programs which have provided support to our institutions to allow them to participate in the making of increased number of African-American scientists in engineering have been cut.

The Louis Stokes Alliance for Minority Participation has been reduced. The HBCU program has been reduced. The most effective program that we have in America today which we

participate in, the majority of the historical black colleges, through these consortium, participate in alleviating the under-representation of minorities in science and engineering, the Louis Stokes Alliance is the most productive program that we've got going, and that program is cut.

That program should not be cut. It should be enhanced and it should go and include more alliances, not less alliances, or start reducing the support for the alliances that we have in existence today.

A very small program in the Department of Education, which holds great promise for helping to build science and technology capability, is the MSHP program, the MSHP program in the Department of Education that now, under the secretary of education, last year, was funded for $7.5 million, I think it's being recommended for $8.5 million this year.

That program allows you to develop infrastructure. That program would allow the historical black colleges and universities, if it were beefed up in support, to start computer science departments. Today in America, there are only 19 HBCUs that offer computer science programs, in a nation where, as far as you can see in the future, computer scientists are going to be needed by this nation.

They are going to be needed in such great need that we let all kind of international students come in to fulfill the need.

It is one of the great programs that can be used to eradicate the deficiency in our community by allowing them to establish and right the developmental costs for the development of undergraduate baccalaureate degree programs in computer science.

We are recommending that you grant $20 million to MSHP to allow that program to continue to grow.

The second issue I want to call attention to today is the Greater American Universities.

Chairman Hoekstra. Excuse me, Dr. Humphries. You have a lunch at 11:40 that we are also trying to accommodate, and I think there are a number of other college presidents here, as well.

Mr. Humphries. Just one more comment and I will be through.

Chairman Hoekstra. That's all right. I was just going to ask you how many more you had. I wasn't ready to gavel you down yet.

Mr. Humphries. One more comment that has to do with the greater American universities in our country today require that their freshman class bring computers with them, and it is a signal, an honor, the great universities, that kids can do this.

At the major American universities, where the average income of the parents of the kids who go to schools where there is a requirement to have a computer, the average income is around

about $100,000 per family income.

As you have heard from my two colleagues, we have a poor bunch of kids. So one of the things that we want to offer for consideration is that in the Title III, Part B legislation, the inclusion of a $20 million budget, and that budget will permit the HBCUs, in their Title III allocation, to fund, for poor kids, a computer.

The administration has stressed leave no kid behind. If we are able to provide for those kids who can afford and those kids who can't afford the difference of providing them a computer, we raise the quality index of our institutions.

So we want to recommend that for a kid who is fully Pell eligible, that is, for a student who would get $4,000 for a Pell grant, that the university that that student attends in the HBCU community, funded through Title III, the school would be able to grant that kid a computer, thereby making it possible for the HBCUs to say computers are required for freshman students, and we help solve the digital divide as we go forward with this idea.

Twenty million dollars will give us the start and it will be used to fund freshman students to get computers who are fully Pell eligible as they come into our institutions.

Thank you, Mr. Chairman. I have a lot more, but I have already submitted my paper.

Please read it. It is filled with a lot of wonderful facts and figures for you to consider in helping us.

Thank you.

STATEMENT OF FREDERICK S. HUMPHRIES, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVER SPRING, MARYLAND – SEE APPENDIX F

Chairman Hoekstra. Thank you very much. I also believe that you have a number of individuals from your organization who are here with us today.

If you'd please rise.

Mr. Humphries. All of them. All presidents please stand. That's all of them, sir.

Chairman Hoekstra. Great. We appreciate all of you being here and the dialogue and the partnership that we are building.

We will now go to Mr. Elders. Welcome.

STATEMENT OF CHRISTOPHER ELDERS, STUDENT AND RHODES SCHOLAR, MOREHOUSE COLLEGE, ATLANTA, GEORGIA

Mr. Elders. Thank you. I would first like to commend the committee for having this very important hearing.

I know, as a student at a historically black college, that the role of black colleges is very important as we look toward 21st century competitiveness.

As said before, in December, I was selected as a Rhodes Scholar, and this has truly been a privilege, an honor that I am just now starting to understand.

I quickly learned that this award comes with a great deal of attention and acclaim, and I have been pleased that along with this interest and me winning the Rhodes has come a great deal of interest generated about my school, Morehouse College, which is led by President Walter Massey.

I am especially pleased because the focus of discussion has not been solely on its status as a historically black college or university, but it has been on the quality of the liberal arts education that I have received.

I have discovered as I have gone along in college that a historically black and a high quality liberal arts education are not two things that can necessarily be separated.

I have learned and I have discovered, as my college education comes to an end, that the quality of my education and the character of my education are not two things that I can really separate.

I only wish more of my peers from Morehouse and the other historically black colleges were here to talk about their experiences, but since it's just me, I would like to talk about how attending a historically black college, and specifically Morehouse, has meant to me.

Thankfully, America has become increasingly more integrated and fewer barriers exist for African-American students to attend the school of his or her choice.

Unfortunately, it is often assumed that when some choose to attend historically black colleges, that this need is no longer there.

What is not realized is that when students attend historically black colleges, it's not simply because they have to, but because they feel that that is the best choice for them.

It is even more important to understand that for most African-Americans, this choice is not an attempt to escape the culturally diverse landscapes of modern universities, but instead a choice to pursue the unique cultural and educational opportunities that are provided at a historically black college or university.

Morehouse's status as an HBCU has meant different things to the different students that attend there. For some, Morehouse has been a contribution to their education by providing a continuation of the familiar environment in which they were raised.

It allows them to feel comfortable in pursuing a higher education with students from similar backgrounds.

While for others, the black college atmosphere has allowed them for the first time to live and learn with other black students, and for many, it has been a combination of both.

Although they have grown up in a very integrated environment, like myself, it has provided a unique experience of learning about the African-American experience within the context of a larger education.

Of course, this type of college is not for everyone. Truly one of America's great assets, it's a diversity of its educational institutions, as Congressman Owens said so eloquently before.

But the importance and the power of black colleges is the choice that they provide for students and although the opportunity exists to attend institutions of varying sizes and varying demographic makeups, it is vital that the federal government support colleges that provide distinctly African-American educational environments for students who want it, and, most importantly, for students who need it.

Because of the array of options and barriers before many students, choosing a college can be a difficult decision.

I know that I had to weigh the pros and cons of each college I considered before I made the decision to attend Morehouse.

This said, it is imperative that attending a historically black college or institution mean that you are not sacrificing the quality of education due to lack of resources and although the quality of education, the dedication of teachers, and the true mission of historically black colleges can never be questioned, certain resources must be there to allow students to remain competitive in an ever changing world.

It is also important to understand that the issues concerning black colleges, trends in race, geography, and party lines, the future of black colleges is not one that serves anyone's real political agenda, but one that serves the education of all students, for a developed population of African-American college graduates is one that can benefit the entire country.

I think this is extremely important to recognize as we enter an ever-evolving world, where students become increasingly more diverse and colleges become increasingly more educated.

In reality, black colleges, although playing a historic role, are never relics of the past, but, in fact, beacons of the future in which African-American students are as competitive as anyone else and educational opportunities are provided to anyone who needs them in any way, shape or form

they deem is best for them.

Thank you very much for having this opportunity to speak in front of you.

STATEMENT OF CHRISTOPHER ELDERS, STUDENT AND RHODES SCHOLAR, MOREHOUSE COLLEGE, ATLANTA, GEORGIA – SEE APPENDIX G

Chairman Hoekstra. I'm not sure if you're applauding in that Mr. Elders was the only one that stopped when the red light came on.

It was a great statement. Thank you very much.

We have got a problem here. You guys are on a tight agenda. You have lunch scheduled as of a few minutes ago.

You gave some great testimony. I was looking for some guidance as to where you wanted to go.

I have been at a couple of the schools and a few of the hearings, and I'm looking forward to doing some more.

So I am going to yield. Do you have any questions? I will yield you my time or I will yield to Mr. Roemer.

Mr. McKeon. I'm not stupid enough to ask a question when they are leaving to go to lunch.

Chairman Hoekstra. All right.

Mr. McKeon. But I would like to thank you again very much. I just came back from a meeting with ACE and I had a good meeting with Mr. Hepner from Tennessee. He was telling me a lot about his school and I told him I wanted to come down and visit, and I'll make the offer to you, too.

We have lots of schools, but we learn a lot more when we can come around and visit and interact with the students, and I would really like to do that.

So thank you for being here.

Chairman Hoekstra. I think just building off of that, we've committed to make this a process and to visit more of you at your schools, and I think I've got outstanding commitments to visit the Atlanta area or visit Georgia, and, also, an outstanding commitment to go to Louisiana.

So there's at least two and maybe some of you know of other places I'm committed to go to, but we're looking at getting that done.

Obviously, the events of last fall and being in session until December 1 limited the availability of us to make some of the field trips that we were looking forward to making last fall.

With that, I will yield to my colleague, Mr. Roemer.

Mr. Roemer. I want to thank Chairman Hoekstra for having this hearing, as well.

This has been a very helpful hearing, I think, for the entire committee, and we look forward to visiting many of the schools that are represented here on the panel and also schools in the audience and schools throughout the country.

Dr. Humphries, I would like to go see Florida A&M, as well, too, after all that bragging you've done, get down there and check it out and see it.

Mr. Humphries. The president is here, my replacement, Henry Lewis.

Mr. Roemer. He just left for the lunch. He's got a lot of scholars.

Let me ask a quick question. The president had just, according to this morning's paper, announced the creation of an advisory board for historically black colleges and universities. I applaud him and commend him for doing that. I would also imagine that the first thing he is going to hear, from what we have heard today, is that we need more resources. We need more money. We need more help.

Pell grants now are one-half the purchasing power that they were from 1976. They just haven't kept up. You can see from the latest budget that they are flat funded.

We have heard from you about the need for more engineers, more computer scientists, more help for technology, doing something about the digital divide. That takes money and whether we do a carve-out in Title III, as Dr. Humphries has suggested, for laptops or trying to help with the Louis Stokes Alliance Fund to encourage more African-Americans to get into the engineering programs, where 62 African-Americans graduated with engineering Ph.D.'s.

Was that correct, Dr. Humphries?

Mr. Humphries. That is correct.

Mr. Roemer. So we have a lot of work ahead of us. I would just like to comment on what would you say if you were a member of this advisory board.

Mr. Humphries. Well, some of the members are here, but I would hope that the posture of this committee would be the same as was the posture toward NIH in doubling the budget, the same as the posture toward NSF in doubling the budget. We recognize the critical areas of the National Institutes of Health and the National Science Foundation and the nation's interest going forward.

This committee and the position would be that in all areas of support for black colleges, that we look realistically at double, in a finite time, like three years, the support for minorities' progress in America and minority institutions' progress in America.

It is clear that we need more money in the Pell grant. One of the big issues that we've got to demonstrate to you all is this unmet need that we have, which is just debilitating to the promise of getting a college education. So the Pell grant has got to grow, and I would like to see us adopt some kind of posture toward moving that Pell grant to a higher level.

We recommend $7,500 for the Pell grant to grow over the course of time, but it is clear that we need more financial support. The cost of education is increasing. The circumstances that impacted the economy last year are going to be passed on to kids in the fall in terms of high tuition increases and if we're not careful, that will cut the access issue for kids going to college. So there needs to be a keep-up with the cost as it escalates in our society toward getting a higher education.

Black people are getting poorer, not richer, in the country. So we need strong federal financial aid programs. In impacting the economy, when these kids leave college with 40 to $50,000 worth of loans to pay off, take 15 years to pay them off, it takes them a long time, and some of them never get started economically in the society. So we've got to figure out how to cut the costs of the borrowing power of kids and not have that happen, so that they go into the society with lesser debt.

That means that we need to look at the Supplemental Educational Opportunity Grants in such a way that we put more dollars into it, so that more grants can be made.

So this federal financial aid proposition needs to be looked at carefully toward answering the question how best do we make these kids viable in the larger society after obtaining the goal that all of us want to have, an increased number of kids going to college, getting baccalaureate degrees, and then going out and being competitive and be citizens who contribute to the communities in which they live, and burdening them with debt is a huge problem toward that participation.

Chairman Hoekstra. Mr. Isakson.

Mr. Isakson. Thank you, Mr. Chairman. Just one quick question and one brief comment.

Christopher, I want to ask you a question. When you were a senior in high school, given your articulate testimony and given the fact that you are a Rhodes Scholar and Truman Fellow, how many institutions recruited you, and who were those institutions that you considered before you decided on Morehouse?

Mr. Elders. I considered quite a few, actually. I was one of those seniors that really was all over the place and just knew I wanted to go somewhere.

Mr. Isakson. Give me the top three or four.

Mr. Elders. My top three choices were Morehouse, Northwestern, and Dartmouth College.

Mr. Isakson. The reason I asked the question is your testimony, as the chairman said, was truly outstanding and the best of all, with all deference to the doctors that are all here, it was just terrific.

I shouldn't have said that, should I? But I think every member of the committee who heard it should read your testimony, which was verbatim to what you said, and every member of the committee who wasn't here should be given a copy of it.

It really is an insight in the decision-making process and the role of historic black colleges and universities, and I thought you did an excellent job, and I just wanted to make that point, given the choices you obviously had when you were a senior.

I yield back.

Chairman Hoekstra. I thank the gentleman for yielding. Mrs. Mink.

Mrs. Mink. I just simply want to, again, thank you very, very much for coming. I join the two chairs of the subcommittee in hoping that we will have an opportunity to visit a number of your campuses, because I think by doing that, we get a much more complete understanding of what the problems are.

I fully concur that one of the great problems that students have is the enormous debt that they incur, especially if they go on to graduate education beyond the BA.

I wondered if your council of presidents have ever considered proposing some sort of an impact program we all know the term with so many impact programs in various areas, especially to the historically black colleges, where, when a loan exceeds a certain amount, that it would be waived in consideration of the student's completion of a particular program which is essential to the community, essential to the nation.

I would think that such a proposal would be well received in the Congress and would supplement the idea of increasing Pell grants, increasing the SEOGs and other grant type things, because we all know that there will never come a day when there will be sufficient funds to pay for the costs of education, particularly in the graduate area.

So I leave that as a thought for you. Thank you.

Ms. Lewis. That is a wonderful suggestion, and thank you for making it. It certainly would make a significant impact on the way our students perform and where they go afterwards.

I'll put it another way. When we get to that proposal, I would be one to remind and ask people to join in recognizing that part of the programs that should be certainly included in anything related to that should be the teacher education programs.

We know that we are under-represented in the sciences, and I hold that as a top priority, but I notice sometimes the persons who are pursuing education degrees, because we have tended to pursue that field maybe more prominently than others, sometimes that doesn't make it to the final cut.

Yet, it is indeed the teacher who gets the persons where they need to go.

So thank you so much.

Chairman Hoekstra. Mr. Scott.

Mr. Scott. Thank you, Mr. Chairman. I want to thank the witnesses for testifying. I want to welcome the college presidents, particularly Dr. McDemmond from Norfolk State, and Dr. Moore from Virginia State, and others I see from Virginia.

I had a number of questions. Let me just pose them and I can get with Dr. Humphries and maybe some others at a later time.

The Upward Bound program is one that I am particularly interested in and I wanted to know if your universities were turning people away because of lack of funding. Any help that you could need in growing your endowments, those were mentioned, what we can do to help, technical assistance, cash, whatever it takes to increase those endowments.

I didn't hear a lot about the amount of research money going to historically black colleges. That is an area where a lot of colleges get a substantial amount of their funding through research grants, and there may be other revenue possibilities.

Finally, on the point that has just been made on Pell grants, if we could see the financial form filled out by Pell grant eligible students to show what the gap is between what they get in the Pell grant and what the form shows that they actually need in order to attend.

With that, Mr. Chairman, I thank them for attending, thank them for their testimony, and thank Mr. Elders for his testimony, particularly. My brother went to Morehouse and my nephew just graduated a couple years ago from Morehouse. So I'm well aware of that fine institution.

Thank you, Mr. Chairman.

Chairman Hoekstra. Thank you, Mr. Scott. I would, again, like to thank the witnesses.

I have been given specific instructions to remind you that lunch will be at the Library of Congress.

I ask unanimous consent that the record be left open for 14 days. Without objection, so ordered.

There is no further business in front of the subcommittees. I would like to thank the witnesses. This joint subcommittee hearing is adjourned. Thank you.

[Whereupon, at 11:57 a.m., the subcommittees were adjourned.]

APPENDIX A – WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Statement of the Honorable Pete Hoekstra
Chairman
Subcommittee on Select Education

Hearing on "Responding to the Needs of Historically Black Colleges and Universities"

Wednesday, February 13, 2002
10:00 a.m.

Good Morning.

I'd like to take a moment to welcome our witnesses who have agreed to appear before us today. I'd also like to thank the gentleman from California, Mr. McKeon, who serves as the Chairman of the Subcommittee on 21st Century Competitiveness for agreeing to jointly chair this hearing with me. I know the issues facing Historically Black Colleges and Universities are of as much importance to him as they are to me.

I'd also like to thank Congressman Roemer and Congresswoman Mink, the ranking members of the subcommittees, for their participation. I look forward to working with them on the issues confronting minority-serving institutions. Finally, I'd like to welcome the gentleman from New York, Mr. Owens, to our proceedings. While he is not a member of either subcommittee, his participation today is welcome. Congressman Owens has worked diligently to support the interests of the HBCU community.

My first in-depth introduction to Historically Black Colleges and Universities came as a member of Congressman J.C. Watts' Congressional Task Force on Historically Black Colleges and Universities, which brings HBCU leaders and congressional leaders together so that we can better understand your concerns and priorities. I am looking forward to my continued participation with the task force.

Today's hearing is the third in a series of hearings in which we will look at the unique role played by Historically Black Colleges and Universities and the unique issues these institutions face. Our first hearing last year was on the Campus of Langston University in Oklahoma City, where we began a useful dialog. We then traveled to Wilberforce, Ohio, where we were also warmly welcomed. Today I am pleased to welcome all of you here to Washington. This hearing is another step in continuing the important and constructive dialog in which we have been engaged. I believe this will further enhance the communication and collaboration between Congress and the HBCU community.

The HBCU community is extremely diverse. The community of HBCUs includes two- and four-year institutions, public and private institutions, as well as single sex and co-ed institutions. Even with this diversity of student body, geographical location, and population served, the principal mission of all of these institutions is unified; to provide a quality education for African-Americans. It is also important to remember that these institutions, in many instances, serve some of our most disadvantaged students.

The contributions made by HBCUs are undeniable. While comprising only 3% of the nation's two- and four- year institutions HBCUs are responsible for producing 28% of all bachelor's degrees, 15% of all master's degrees and 17% of all first professional degrees earned by African-Americans. In many instances they do not have access to the resources or endowment income that other institutions can draw on. Despite this, they tend to keep their tuitions affordable in comparison with other institutions of higher education.

Since 1995, we have worked to improve the nation's support for your endeavors. The Higher Education Amendments of 1998 made improvements to programs designed to aid HBCUs in strengthening their institutions and graduate and professional programs under Part B of Title III of the Higher Education Act. These changes included allowing institutions to use federal money to build their endowments, and to provide scholarships and fellowships for needy graduate and professional students. Between 1995 and 2002, we increased federal support for strengthening HBCUs by 89 %, and for Historically Black Professional and Graduate Institutions by 150 %. I am pleased to note that President Bush pledged to continue to support HBCUs. In his FY 2003 budget proposal, the President has pledged an overall increase of 3.6 percent, with a goal of increasing funding for these programs by 30 percent by 2005.

I cannot claim to know everything about HBCUs. But I can give you my commitment to continue our dialog in an effort to learn more and gain a greater understanding of the issues affecting not only your institutions, but also the students you serve. With that, I will turn the microphone over to my colleagues for their opening statements, and then we will turn to the real experts, our witnesses.

APPENDIX B – WRITTEN OPENING STATEMENT OF RANKING MINORITY MEMBER, PATSY T. MINK, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Statement of The Honorable Patsy Mink
Subcommittees on 21st Century Competitiveness and Select Education
Hearing on
"Responding to the Needs of Historically Black Colleges and Universities in the 21st Century"

February 13, 2002

Thank you Mr. Chairman.

I would like to welcome our witnesses – I very much appreciate the opportunity to hear about the needs of historically black colleges and universities, and their goals and challenges. As our Committee turns to reauthorization of the Higher Education Act next year, your input will be valuable, and we will certainly be relying on your perspective on higher education issues.

Your perspective is especially important since HBCUs target low- and middle-income students, who face the greatest obstacles to getting a college education. HBCUs do a remarkable job in helping these students finish college and fulfill their dreams of becoming doctors, engineers, scientists, writers, and Rhodes Scholars. This should be the goal of our Committee, and of Congress, when we reauthorize the Higher Education Act: how to help more low-income students, who are qualified, get to college and graduate. More and more low-income students are becoming qualified for college, but can they afford to attend college, and stay in college long enough to get a bachelor's degree? We all know the economics of going to college – those with a college degree earns about 75% more than those with high school degrees.

It's clear that college affordability is crucial to the health of our economy – more low-income students who can afford a college education means more entrepreneurs, more homeowners, and more middle income residents. We shouldn't have to look outside our borders for skilled workers, we shouldn't be overlooking talent in our communities, and we shouldn't be limiting potential because a qualified, willing student can't afford an education. A nation that plants and nurtures this seed can expect to reap the future rewards, even during times of economic trouble. And this means stronger financial health for paying for education, health care, infrastructure, and other state priorities.

As we consider issues around college affordability and access, many questions are coming up now about the increasing cost of college, and the decreasing levels of student grant aid. The increasing amount of student debt is becoming alarming, as students are graduating with stifling amounts of debt, leading more and more into personal bankruptcy and limiting dreams, such as homeownership, to higher-income graduates. This is a serious issue for students nationwide, and especially for students at HBCUs. Since most come from low-income backgrounds, the vast majority have gone heavily into debt to pay for college, and HBCU students get most of their financial aid from loans. At private HBCUs, at least, loan debt averages almost $20,000. And students at HBCUs are more than twice as likely to have to rely on loans to pay for college than other students.

This is a sobering reality for HBCU students, and for HBCUs, since the health of the school is largely enrollment-driven. HBCUs generally don't have large endowments to rely on, so they and their students rely on student aid, with around 85-90% of them receiving some form of student aid. If that's the case, are students at HBCUs getting enough in the way of grant aid, or are they being swamped with loans that are limiting their potential and potentially keeping them from completing their college careers? Federal student grant aid is crucial to HBCUs and their students. 46% of all HBCU students rely on Pell grants, which have a maximum grant of $4,000, and many more receive SEOG grants and participate in the Work-Study program. Pell grants, in particular, are the lifeblood of HBCUs, with more going to these institutions in Pell grants than in Title III institutional aid. HBCUs receive roughly $286 million in Pell grants, compared to $213 million in Title III aid.

This raises serious questions about the budget request President Bush sent to Congress just last week. The President provides no additional funds whatsoever for grant aid for low-income students. No growth in the maximum Pell grants, no growth in SEOG grants, no new funds for Work-Study grants or GEAR UP or TRIO. The President even cuts a critical program for low-income students, the LEAP program. This program, Leveraging Educational Assistance Partnerships, is a matching-grant program that encourages states to provide college scholarships to low-income students. This year, this program will cost only $67 million; yet will leverage $171 million in aid to over 150,000 students. Yet, if the President gets his wish, this program will no longer exist, and thousands of low-income students will have to shelve their college plans and remain burdened by poverty.

Is this a forward-thinking agenda? This budget forsakes our nation's future, and is especially crippling for HBCUs. Freezing these important aid programs means actual cuts, since they're not keeping up with inflation or the rising costs of college. This means even less aid for already struggling students at HBCUs and other schools, and ultimately risks the health of HBCUs themselves.

The President has made much of the increase he requests for HBCUs, but this is just 3.6%. This also does not keep up with inflation, and pales compared to the increases of the past five years: 12%, 15%, 9%, 28%, and 11%. These sums will only be an average increase of less than $80,000 to each of the 118 HBCUs. Even if each school gets this much, these schools get far more from Pell grants and other student aid, so the increase could quickly evaporate. Is this the kind of leadership low-income students and the HBCU community should expect from this President? Has he really heard what the needs of HBCUs are? Is this budget adequate for the needs that are facing HBCUs?

It's remarkable that this is the budget this President submits at a time when the wealthiest college students are nearly seven times as likely to earn a degree as those from the poorest families. And yet, the President is proposing an additional tax cut of $110 billion for the wealthiest 1% of the nation. He's essentially asking Congress to take money from low-income students, who use it to go to college and work their way up the American dream, and give it to the wealthiest of the wealthy, who already are going to go to college, and will keep getting wealthier.

Are these forward-thinking investments? What kind of vision is this for restoring our economic strength? Is the President really leaving no child behind? As I mentioned, he also freezes important supports for low-income students to get to college, the GEAR UP and TRIO programs. These programs help low-income students begin thinking about and preparing for college, and helps them stay there. These are effective, important programs that these students and communities need. Again, is this the kind of forward-thinking investment we expect from the President?

It seems to me that the President's budget proposal raises more questions than it answers, and certainly doesn't come to the aid of HBCUs or their students. The Democratic leadership on this Committee, however, has heard the needs of the HBCU community and came forward last March with legislation that takes the initiative to provide the help that's needed. We introduced H.R. 1162, the 21st Century Higher Education Initiative, which provides comprehensive help to HBCUs and the students they serve. H.R. 1162 would:

- Increase HBCU funding for Title III institutional aid to $322 million—27% or $68 million more than the President's request.
- Restore the purchasing power of the Pell grant by raising the maximum grant from $4,000 to $7,000.
- Increase SEOG scholarships and work-study by $300 million each.
- Nearly double GEAR UP and TRIO funding over two years
- And create new initiatives to address other significant HBCU issues, including:
    - The dual degrees initiative to create new opportunities for HBCU students to earn advanced degrees;
    - The historic landmarks initiative to help address the $755 million backlog in repairs at HBCU facilities listed on the National Register of Historic Places;
    - The teacher recruitment initiative to invest in teacher preparation, mentoring, student loan forgiveness; and
    - A digital divide initiative to wire campuses, invest in new technology, and train educators and students.

Rather than simply talk about helping, Democrats have provided action and leadership on this issue, and this Committee should too by working on this bill. We've asked for hearings and movement in the past, but that hasn't gone anywhere. This, despite support from the Republicans for the initiative, as evidenced by their press release from the day we introduced it. If my colleagues on the other side support this initiative, why has it languished in the Committee? Why have we not had hearings and a markup? What are we waiting for?

We look forward to the testimony from our witnesses, to hearing more about what Congress can do to help HBCUs and their students. Clearly, it doesn't seem that HBCUs or low-income students can rely on the Administration to provide the help they so plainly need. We should stop waiting to do something about it: the time is now for action on the issues facing HBCUs and on H.R. 1162.

Thank you.

APPENDIX C -- WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Statement of the Honorable Howard P. "Buck" McKeon
Chairman
Subcommittee on 21st Century Competitiveness

Hearing on "Responding to the Needs of Historically Black Colleges and Universities"

Wednesday, February 13, 2002
10:00 a.m.

Good Morning.

I want to welcome our witnesses today, and thank you for taking the time to appear before the subcommittees. You have direct experience with the day-to-day issues facing Historically Black Colleges and Universities. We, in Washington, need to hear your views and learn from your experiences if we are going to help you improve the education your students receive.

I want to thank the gentleman from Michigan, Chairman Hoekstra, for undertaking this series of hearings in his subcommittee. You have opened an important dialog, and students across the nation will ultimately benefit from your efforts.

When we reauthorized the Higher Education Act in 1998, we kept our focus on three important objectives:

- Making college more affordable;
- Simplifying the student financial aid system; and
- Stressing academic quality for students.

I believe we were largely successful in these goals, and I have continued to keep them in mind as my subcommittee has addressed issues affecting higher education.

Since that time, we have had a number of successes in improving access to education for disadvantaged students.

We have increased the maximum Pell grant award every year since 1995. For fiscal year 2002, the maximum Pell grant is at a record high of $4000.

We have enacted legislation to ensure that student loans continue to be available to all who need financial assistance, and we have reduced the interest rate paid by borrowers to historically low levels.

We have increased support for programs such as College Work Study, which now receives in excess of $1.2 billion per year, and the TRIO programs, which now receive in excess of $800 million per year.

However, the job is not done. According the Department of Education, minority students attend college at a rate that is 10 percent below that of their peers, and complete college at a rate that is almost 20 percent below their peers. We must close this gap.

I realize that HBCUs face some unique challenges. In many instances, their campuses date to the 1800s, and their facilities, often times, are ill suited to accommodate new information technology. They face increasing competition for faculty and staff, as well as increased competition in fundraising. Yet, as the price of a college education spirals across the country, HBCUs manage to keep their tuitions relatively low.

Despite their unique needs, HBCUs have enjoyed some remarkable successes. For example, HBCUs are responsible for producing 28 percent of all bachelors' degrees earned by African Americans. HBCUs produce 15 percent of all masters' degrees and 17 percent of all first professional degrees earned by African Americans. We hope to work with you to build on these successes and do our part to help you meet the needs you face.

Finally, I'd like to draw your attention to the "Fed. Up" initiative that will reduce the regulatory burdens faced by each of you, so that you can focus your time on your primary mission –that of educating students. I'm pleased to report that Secretary Paige has initiated negotiated rule-making sessions in support of Fed. Up, and I urge all of you to be involved. Later this year, I will introduce legislation to remove some of the statutory hurdles to regulatory reform, and I will need your support to gain its enactment.

I look forward to continuing our work together to accomplish our shared goals, and I look forward to hearing from our witnesses.

APPENDIX D -- STATEMENT OF WILLIAM B. DELAUDER, PRESIDENT, DELAWARE STATE UNIVERSITY, DOVER, DELAWARE

TESTIMONY BEFORE THE HOUSE SUBCOMMITTEE ON
21ST CENTURY COMPETITIVENESS
BY
WILLIAM B. DELAUDER, PRESIDENT
DELAWARE STATE UNIVERSITY
DOVER, DELAWARE

Mr. Chairman, distinguished and honorable members of the subcommittee on 21st Century Competitiveness, ladies and gentlemen, I am William B. DeLauder, President of Delaware State University(DSU) located in Dover, Delaware. I deem it an honor and a privilege to have this opportunity to share some thoughts on the invaluable role that historically Black Colleges and Universities (HBCUs) play in educating America's people and to provide some recommendations on the needs of HBCUs, needs that will enhance their ability to produce competent graduates for the 21st Century.

I wish to acknowledge the support of the honorable Mike Castle, who very ably represents the citizens of Delaware in the United States House of Representatives and who has been a long time supporter of Delaware State University, both as a former governor of Delaware and now as a member of Congress. I thank Congressman Castle for recommending that I appear before this important subcommittee.

Delaware State University is one of the nation's 116 historically and predominately Black colleges and universities. DSU, founded on May 15, 1891 as a direct result of the Land-Grant Act of 1890, is also one of the seventeen 1890 land-grant universities. DSU is also a public-assisted, comprehensive university with a broad range of academic programs. The university awards degrees in liberal arts, sciences and professional studies. These include agriculture, business, nursing, social work, education, and airway science. The University offers the only social work program at both the undergraduate and graduate levels in the State of Delaware.

Delaware State is the only HBCU that offers an airway science program and provides for its own flight training. Our airway science program has been nationally recognized because of its contribution to increasing the number of minority pilots. Our programs in biology and physics have been particularly successful in placing students into graduate and professional programs. DSU has a Center of Excellence in Aquaculture and Seafood Safety, an outstanding Applied Optics Research Center and an emerging program strength in biotechnology and information technology. Our nationally accredited teacher education has been elevated to the top of our priority list to reflect our commitment to address the growing demand for high quality teachers for America's schools.

In most instances, the nation's HBCUs were established after the Civil War. Since their inception they have been the major producers of African American graduates at the bachelor's level. For example, according to data published in the magazine "Black Issues in Higher Education," HBCUs are the major producers of African American graduates. For example, the data show that top 8 producers of baccalaureates awarded to African Americans are HBCUs. Also, 12 of the top 14 and 25 of the top 50 producers are HBCUs. In agriculture science, the top six, 9 of the top 10, and 12 of the top 15 producers are HBCUs. In the biological sciences, the top five, 17 of the top 20, and 24 of the top 30 producers are HBCUs. In the physical sciences, the top 10 and 17 of the top 20 producers are HBCUs. In engineering, 6 of the top 10 and 8 of the top 20 producers are HBCUs. It should be pointed out that only 9 HBCUs have four-year programs in engineering. In education, 5 of the top 6, 7 of the top 10, and 12 of the top 20 producers of baccalaureates awarded to African Americans are HBCUs. The magnitude of the HBCU contribution to educating African Americans can be seen further from the fact that only

four percent of the approximately 2400 four-year institutions are HBCUs, but these institutions produce about 24 percent of African American graduates with four-year degrees.

The track record of the nation's HBCUs is impressive, but the challenge of eliminating the educational attainment gap between African Americans and white Americans remains. According to data published by the U.S. Department of Education, African Americans have about a 10 percentage point lower rate of college attendance and about a 17 to 19 percentage point lower college completion rate as compared to whites. This inequity can best be addressed by increased production by both HBCUs and traditionally majority institutions.

The capability of the nation's HBCUs can be increased provided that certain federal support is sustained and pressing needs are addressed. In my opinion, the number one need is an effective financial aid system. The Pell Grant is the basic grant program for needy students, but the current maximum level is not sufficient to either reduce the average loan students must take or to reduce unmet need. Many low and middle income students still struggle to pay for their education because of the magnitude of unmet financial aid need. On my campus, the Pell grant would have to be raised by about $1500 to eliminate the unmet financial aid need. More funds are also needed for the SEOG program and for work study programs.

The Title IV programs that include the TRIO programs, Student Support Services GEAR UP and others are well established and effective programs, but the level of support must be substantially raised to have maximum impact. For example, every HBCU should have programs in Talent Search, Upward Bound and Student Support Services. This is only possible if funding is substantially raised.

The Title III programs are the essential programs in support of the continued development

of HBCUs. It is commendable that the President has recommended an increase in the Title III programs that support HBCUs, but this increase does not translate into a significant increase for many HBCUs. I urge your continued support of these programs and I ask that you consider an even greater increase in the funding levels.

The section of Title III that supports HBCU graduate schools has been especially helpful in strengthening the capability of certain HBCUs to provide doctoral programs in key areas. Given the inability of the existing graduate schools within the United States to substantially address the under representation of African American doctorates, certain HBCUs have the potential to contribute to the elimination of this problem and to address a national need. Additional funding for this section of Title III will allow other HBCUs to develop doctoral programs that will contribute to the production of African American doctorates.

As I demonstrated earlier, HBCUs have been particularly successful in graduating students in the sciences and engineering. Programs within the U.S. Department of Education's budget that support instruction in mathematics and science should be supported and increased in funding.

HBCUs are major producers of teachers for America's schools and that capacity must not be diminished; in fact, it should be enhanced to increase productivity. Arbitrary accountability measures that rely strictly on testing without a correlation with effective teaching must be avoided. Any program that results in a reduction of the number of HBCUs with teacher education programs will acerbate an already critical shortage of African American teachers.

The maintenance of existing facilities and the need to construct modern facilities are continuing challenges for many HBCUs and especially for private ones. A major investment in

facilities for HBCUs is needed to address this problem.

I recognize that many of the programs that support HBCUs are not under the jurisdiction of this committee, but I will mention them here in the context of the overall needs of HBCUs. Programs such as Minority Biomedical Research Support (MBRS), Minority Access to Research Careers (MARC) and Research Centers of Excellence of NIH; programs within the NSF that support science and engineering, particularly those within the Education Directorate; programs within other agencies that support science and engineering to include NASA, the Department of Energy, the Department of Defense and support through the USDA for the 1890 Land-Grant Universities are all essential for maintaining and enhancing the significant role of HBCUs in producing African American graduates.

During this testimony, I have attempted to share some data on the productivity of HBCUs and to suggest some of their needs. Continued and increased support of HBCUs is an investment in America's future. An educated student is more likely to be an asset to society rather than a liability. HBCUs are committed to providing access and opportunities for success for all students particularly African American students. In order for the United States to remain competitive, she must educate more and more of her people. The history and success of HBCUs present a compelling case for achieving this objective. I hope that you share my view and that you will strongly consider increased support of the our nation historically black colleges and universities.

I thank you for giving me this opportunity to appear before this distinguished committee and may God bless each of you.

APPENDIX E -- STATEMENT OF SHIRLEY A.R. LEWIS, PRESIDENT, PAINE COLLEGE, AUGUSTA, GEORGIA

PAINE COLLEGE

Office of the President

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WRITTEN TESTIMONY BEFORE THE HOUSE SUBCOMMITTEE ON SELECT EDUCATION AND SUBCOMMITEE ON 21ST CENTURY COMPETITIVENESS

RESPONDING TO THE NEEDS OF
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
IN THE 21ST CENTURY
Washington, D.C.

Shirley A.R. Lewis, Ph.D.
President
Paine College
Augusta, Georgia

February 13, 2002

Greetings. It is a privilege to speak to you about Paine College, a private, church-related Historically Black College in Augusta, Georgia. Paine was founded in 1882 by the leadership of the Methodist Episcopal Church South (now United Methodist Church) and the Colored Methodist Episcopal Church (now Christian Methodist Episcopal Church). Paine was the brainchild of Bishop Lucius Henry Holsey, a former slave, who first expressed the idea for the college in 1869. Bishop Holsey asked leaders in the Methodist Episcopal Church South to help establish a school in Augusta to train Negro teachers and preachers so that they might, in turn, appropriately address the educational needs of the people newly freed from the evils of slavery.

Since its founding, Paine College has been a resource for the African American community, the nation and the world. For example, there was no public high school for Blacks in the City of Augusta for many years. So, until 1945, Blacks interested in acquiring a high school diploma could only acquire one at Paine College's private high school.

Paine College also became a resource for the Church. The College produced pastors for churches throughout Georgia and four Methodist Bishops who served nationally. Members of Black and White congregations met on the Paine College campus when such integrated collaborations were illegal elsewhere in Georgia.

From these beginnings, Paine College has evolved into a fully-fledged, regionally accredited liberal arts college with five academic divisions: Business Administration,

Education, Humanities, Natural Sciences and Mathematics, and Social Sciences. Through these cohesive and collegial divisions, Paine College seeks to prepare its students and its faculty to embrace and expand the Paine College Legacy of Achievement.

The result of this objective has been very positive. Paine's tradition of excellence is reflected in the accomplishments of its graduates. Included among the College's distinguished alumni are:

Dr. Mack Gipson	First African American to obtain the Ph. D. in Geology and Consultant to NASA
Dr. Shirley McBay	First African American Dean at M. I. T.
Frank Yerby	Internationally Acclaimed Author
Dr. Ora B. Jones	Assistant Superintendent of Chicago Public Schools
Bishop Woodie White	Chair of the United Methodist Council of Bishops
Bishop Nathaniel Linsey	Senior Bishop of the CME Church

Dr. Charles Larke	First African American Superintendent of the Augusta/Richmond County Board of Education
Ten College Presidents	Including Clark College, Knoxville College, Miles College, Paine College and Texas College

Institutional and Programmatic Achievements

The Paine College faculty continues to achieve and contribute. For example Religion and Philosophy professor, Dr. Macie King, has developed a Wesley Fellowship program, which involves students in a meaningful program of worship and fellowship. Dr. Noel Makidi, Professor of History, who is fluent in eleven languages, serves as a consultant on African Affairs to the United Nations and several African countries.

Several Paine College faculty have participated in Fulbright-Hays summer study programs in South Africa, Israel, Morocco and Egypt. Other faculty have presented papers in Europe, the Caribbean and Africa. These faculty have integrated their research and their experiences into their teaching and mentoring in order to better prepare their students for graduate school and beyond.

Students come to Paine College from varied backgrounds. Some students enter Paine with the college preparatory courses, standardized test scores and family experiences, which undergird their further successes at the College. Other students come to Paine

lacking some of the above criteria but with something in their profiles, which strongly suggests to Paine College personnel that they can succeed given the appropriate opportunity. We know from past experience that we can nurture and guide the high potential student who might otherwise never attempt college.

Through a combination of direction, instruction, faith, and expectation, Paine College's students have excelled in numerous ways. Last year, five students were selected as Gates Millennium Scholars. Two of these students have now graduated and are pursuing doctoral and master's degrees at Pennsylvania State University and Claremont School of Theology. Both intend to become college professors. Both of these students come from low-income families and were totally dependent on federal financial aid or scholarship support from the College. The young man in question began Paine at age thirty-three. He said it took him that long to have the self-confidence to attempt college. A member of the community told him that he would find himself at Paine. He said he decided that he had to be smart enough to at least get C grades. He studied hard, and at the end of his first semester, he had acquired a straight A average. He grew in confidence; he began to present papers at national conferences; he conducted research on community and church resources to persons with HIV; and he was accepted to three graduate schools with full funding.

Currently at Paine College are two junior students who are on their way to success. One young man came to Paine from nearby Atlanta, Georgia. His biological parents are lost to him—one through death and the other through drugs. He was adopted by members of

his church, especially by two men whom he calls "dads". At Paine, he joined the choir, participates in student government and works closely with faculty and administrators. He soon had a cadre of friends and supporters. He is troubled by the condition of his biological parents, yet inspired and guided by his adoptive ones and by his college peers. He attended a conference on substance abuse and related violence in Norway this past summer through a church program. He has grown in his confidence and in his own expectation. I am sure that he will do great things, because of the support from his community and from his college.

A young woman came to Paine from Augusta lacking support of any kind. She is dependent upon financial aid, and she is dependent upon mentoring. There is no one in her family who understands the demands of college or who would agree to help finance such a "mysterious" endeavor. Yet, she prevails. She is attending school full time and working to cover her college expenses. Originally, she seemed shy and withdrawn. Perhaps she was merely consumed by her obligations. Faculty recognized her abilities and began to encourage her to try harder. Last year, she was selected to be a UNCF Undergraduate Mellon Fellow. She is conducting research and plans to obtain the doctorate degree in physics.

The above are just a few of the success stories at Paine College. There are equally uplifting stories at each of the Historically Black Colleges and Universities. With your help, our colleges will continue to make a difference in the lives of our deserving and still underserved communities.

Challenges Facing Paine College

We have many needs. Some special objectives at Paine College are:

- Financial Aid and Scholarship Support

Over ninety percent of the students at Paine College are eligible for federal financial aid. The College attempts to distribute financial aid to as many students as possible. We continually seek scholarships to support high achievers, yet most of our students work or carry a high loan load.

- Increased Endowment Funds

Paine College has traditionally had a very small endowment. In the past five years, our endowment has grown from $7 million to $10.5 million. Although the endowment is increasing, it is far too small for our objectives and needs. We seek ways to increase the endowment in order to have a larger yield from investments.

- Faculty Development Funds

Our faculty continue to conduct research, participate in national conferences, and pursue doctorate degrees. The College continues to recruit new faculty and with provide them with competitive salaries. Funds to support these efforts are critical.

- Technological Upgrades

Paine College has made great strides installing and upgrading its technological resources. These accomplishments have occurred with strong support from the United Negro College Fund through the leadership of our President and CEO, Dr.

William Gray III. As we continue in the 21st century, additional funding will be necessary in order to remain current.

A Federal Profile of Paine College

Paine College has in academic year 2001-2002 a total enrollment of 888 students. A disproportionate number of those students come from low-income families. 690 are Pell Grant recipients (77.7% of our student population) including 290 who receive the Pell Grant maximum award (42.0% of all our recipients receive the maximum award). The average Pell Grant award received by Paine students is $3300.

Student loans constitute the second most important factor in how students finance their education at Paine College. 671 Paine students receive subsidized Stafford Loans while 371 receive unsubsidized Stafford Loans. A graduating senior from Paine leaves our campus with an average debt burden of $20,750.

In addition, 131 Paine students receive the Federal Supplemental Opportunity Grant (FSEOG). 395 Paine students also benefit from the Federal Work Study program. I am pleased to note that Paine College meets the federal requirement for community service under Work Study. Let me express a real concern about legislative proposals to dramatically increase this community service requirement. My reservations are two-fold. First, increasing the community service requirement places the burden of compliance only upon low-income students – many of who can ill afford to take additional time away

from their studies. Second, provision not only must be made for the increased cost of administering an expanded community service program, but also for the program costs necessary to support increased student participation (e.g., transportation, etc.).

I want to express my deepest personal concern as a President of a small private college about both the increasing debt burden imposed upon our students, and the ever-increasing unmet need facing Paine and other low-income students. For example, at Paine College, we not only try to keep costs low, but also try to package financial aid in a way that covers all of a student's tuition, room and board, and mandatory fees (i.e., direct costs). No matter how we package aid for our low-income students, we are able to only cover 81% of a student's direct costs. I hope the Committee will keep in mind that this does not include all costs associated with cost of attendance for Paine students - - such as transportation to and from school, clothing, etc.

Paine College participates in two TRIO programs: Upward Bound ($313,521) and Student Support Services ($166,230). Our Student Support Services (SSS) grant recently received a supplemental award of $23,600 to provide financial aid to Pell Grant students in the SSS-program.

Title IIIB, Strengthening HBCUs, provides $922,484 in institutional aid to Paine College. We have used these funds for improvement at our library and learning resource center, and for the general education and development program that provides academic reinforcement, tutoring, and counseling to all freshmen students. We also used Title III

funds in our teacher education program to assist students to prepare for and pass the PRAXIS I and PRAXIS II tests, some of the most widely administered national teacher certification examinations.

In addition to the above needs, Paine College and our sister HBCUs need your understanding and appreciation of our missions and contributions. Your positive interpretation and support are essential to our continued success.

Recommendations

Let me conclude this profile of Paine College -- and its participation in the Federal student financial aid and institutional aid programs – by relating it to important public policy issues affecting students and faculty at HBCUs nationwide, and particularly those private black colleges and universities that make up the United Negro College Fund (UNCF).

Federal Student Assistance

- Congress should provide a $4500 Pell Grant maximum award in fiscal year 2003 as well as fund the Pell Grant shortfall in the FY 2002 Supplemental Appropriations Bill (an estimated $1.3 billion).

- Congress should provide appropriations for the campus-based aid programs at the following funding levels: Federal Supplemental Education Opportunity Grants (FSEOG) $875 million; Federal Work Study at $1.161 billion and Perkins Loans $140 million for Federal Capital Contributions and $100 for cancellations; and Leveraging Educational Assistance Partnership Programs at $100 million and Thurgood Marshall Fellowships at $5 million.

- Congress should provide an increase of $200 million for the TRIO programs in FY 2003, raising the funding level to $1.0025 billion.

Aid for Institutional Development

- Congress should increase funding for Title III, Part B (Section 323) to $260 million for undergraduate historically black colleges and universities and increase funding for Section 326 to $65 million historically black graduate institutions.

- Congress should re-establish funding for the Title III, Part C Endowment Challenge Grant at $50 million.

- Congress should increase funding for the Minority Science and Engineering Improvement Program from the current $8.5 million to $20 million.

- Congress should increase funding for the Institute for International Public Policy (IIPP) to $3 million from the current $1.5 million, as a part of the overall enhancement of programs funded under Title VI, International Education.

I thank you for your interest, support and good wishes. Together, we shall accomplish much.

Shirley A. R. Lewis, Ph. D.
President
Paine College
1235 Fifteenth Street
Augusta, Georgia 30901

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Shirley A. R Lewis		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).	Yes	No ✓
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999: See Attached		
3. Will you be representing an entity other than a government entity?	Yes ✓	No
4. Other than yourself, please list what entity or entities you will be representing: UNCF (United Negro College Fund)		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: member President Chair, Program Services Committee Member, Executive Committee		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract: See Attached		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No ✓

Signature: Shirley A. R. Lewis Date: 2/13/02

Please attach this sheet to your written testimony.

Min Sacramural Associates (FREEP) grant: May 1996-99 ($113,000); extension September 2000-03 ($97,500); totals $210,000

Am. Society Engineering Education (ASEE) Summer Faculty grant, Naval Research Lab. through 200: totals $120,000

W.F. Lawless. Proposed:

NIH proposal: A neural study of collaboration: A social quantum approach, 2002 through 2003, under review totals $162,000

Naval Research Laboratory Meteorological research with the U.S. Marine Corps, 2002 to 2003, accepted; contract being written; totals $51,217

Paine College:

Grants funded, 1997: Title III ($850,638); Upward Bound ($295,552); Student Support Services ($142,665); PREP-1996 ($20,000); AUER ($32,000); TCFE ($2,000); FERSP ($25,000); HCOP ($142,760); NEH/SEP ($34,840); NCAA ($79,205); and Scholarships Other ($79,500). Total Funded (11 grants: $1,712,160).

Grants submitted/drafted/under revision (1997): UEN ($75,000); NIH MORE ($64,000; rev.); NIH NIDA ($100,000); NIH NIGMS (supplem. grants, 2 students $10,000, 2 faculty $100,000); EPA ($132,995); USArmy ($300,000; rev.); DOD Instrum. ($395,869); Ga. Hum. Com. ($23,675). Total Submitted/Drafted (11 grants: $1,211,539)

Active Grants Funded (year 2000; Current status as of 2001):

Name/Funding Source Agency Amount	Description/PI
BES (UNCF/BES) $8,000	Dr. C. R. Nair PI
HCOP (HRSA/HCOP) $697,593	Linda S. James, PI
Lilly (UNCF/Lilly) $1,250,000	Tim Green, PI; techn.
Henry McBay Grant $10,000	Dr. Les Pollard, PI
Microsoft (UNCF/Microsoft) $282,000	Dr. R. Kesler, PI
NASA (UNCF/NASA) $283,773	Dr. R. Kesler, PI
SEEDS (UNCF/Mellon) $12,500	Dr. C. R. Nair, PI

Title III (ED/TIII)	$922,404	Dr. Roscoe Williams PI
Westinghouse (SRS)	$35,000	Dr. R. Kesler, PI
Upward Bound	$313,521	
Student Support Services	$166,230	Mrs. E. Bell
Lattie-Pate Whitehead Found	$75,000	
Clark & Ruby Baker	$11,000	
Total Funded:	$4,057,000	

PENDING (year 2000):

DoD Infrastructure	$215,744	Dr. C. R. Nair, PI
NCAA/NYSP	$63,805	
Augusta Housing/NYSP	$9,093	
Augusta Richmond/NYSP	$14,800	
Total Pending (2000):	$302,400	

Federal Programs (grants/contracts/sub-grants/subcontracts) Supporting Paine College

Upward Bound	$ 313,521
Student Support Services	166,230
Title III Programs	1,136,000
HCO P	1,153,736
DOD Infrastructure	215,744
NIH Extramural Associates	210,000
Naval Research Lab Meteorological Research	3,000
Pre-College Enrichment Program (NASA)	100,000
Curriculum Improvement Partnership Grant (NASA)	283,000
NASA PAIR Program	52,000
	$ 3,633,231

APPENDIX F -- STATEMENT OF FREDERICK S. HUMPHRIES, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVER SPRING, MARYLAND

Prepared Testimony for the Record

House Education & Workforce Committee
Joint Subcommittee Hearing
Select Education & 21st Century Competitiveness

Dr. Fredrick S. Humphries
CEO & President

National Association for Equal Opportunity in Higher Education
8701 Georgia Avenue, Suite 200
Silver Spring, Maryland 20910

Submitted
Wednesday, February 13, 2002
10:00 AM
2175 Rayburn HOB

INTRODUCTORY REMARKS

Mr. Chairman, other distinguished Members of the joint subcommittee, and Mr. Owens, I am Fredrick S. Humphries, the Chief Executive Officer and President of the National Association for Equal Opportunity in Higher Education (NAFEO). Even more notably, I am proud to say that 45 years ago, I obtained my baccalaureate degree from an historically black university -- Florida A& M University, and then eventually had the honor to serve almost 30 years as the President of what I consider to be two of the most distinguished Historically Black Colleges and Universities (HBCUs) in our nation – Tennessee State University and my alma mater, Florida A&M University. I most recently left the presidency of Florida A& M, having served 17 years in that capacity. Over the years, I have participated in and benefited from national efforts to dismantle both de jure and de facto discriminatory barriers erected in the area of higher education. I remember, witnessed and encountered first-hand a national landscape of governmentally sanctioned policies founded upon the *Plessy v. Ferguson* doctrine of *separate but equal*, which ultimately brought forth a bitter fruit known as *Jim Crow*. Therefore, believe me when I say, in looking at issues related to equal opportunity and educational access, I truly know how far we have come as a nation --- and --- how far we yet have to go. In this light, please know that what you do here today is of monumental importance, and ultimately each of us will be judged not by what we say, but by what we do to support our nation's HBCUs and the communities they serve.

At this juncture, let me be very clear – much of the success and achievement that has occurred within the HBCU community is the direct result of policies and programs that have been established at the federal level. The 1964 Civil Rights Act, the 1965 Higher Education Act, including the 1986 amendments authorizing Title III programs, the Pell Grant program, the recent establishment of the Office of Minority Research at the National Institutes of Health, and a broader cadre of programs cutting across the federal enterprise, including the Fed-Up initiative launched by Chairman Bud McKeon to eliminate costly and complex regulatory burdens imposed on institutions of higher education, all have assisted HBCUs greatly. However, the question we attempt to answer today is: *In light of the contemporary, socio-economic, scientific and technological challenges that are upon us, where do we go from here?*

In this light and for the purposes of today's testimony, there are five broad categorical areas I would like to address: (1) Student Access and Financial Assistance, and the Inadequacies of the President's Budget: (2) Closing the Digital Divide; (3) Title III and Capacity Building and The Need for a New Research and Development Paradigm; (4) Historic Preservation; and (5) Targeting Resources for the Training of Minority Teachers. In addressing these issues, our goal is not only to raise your awareness, but also to enlist your support as a bipartisan team of champions committed to dedicating the resources needed to preserve and strengthen the capacity of HBCUs, and ultimately our nation. Immediate, proactive steps are required of you, if we are to successfully address the needs of the poor, disenfranchised persons who not only have been deliberately and systematically left behind during much of our nation's history, but who are needed to address the workforce challenges we face.

BACKGROUND ON NAFEO

To this end, and as the national umbrella and public policy advocacy organization representing the nation's more than 100 predominately and Historically Black Colleges and Universities (HBCUs), NAFEO remains committed to working with the executive, legislative and judicial branches of federal and state government to conceptualize and construct a system of higher education where race, ethnicity, socio-economic status and previous educational attainment levels are not determinants of either the quantity or quality of higher education. As background, you should know that the organization takes lead responsibility for the development and dissemination of public policy, programmatic efforts, and strategic and educational materials that: (1) enhance the role of HBCUs generally, and (2) promote minority student enrollment and attainment specifically. NAFEO is comprised of institutions of higher education that represent a broad spectrum of interests – public and private, large and small, urban and rural, liberal arts, agricultural, research, scientific and technology development. Of all of the HBCUs that belong to NAFEO, approximately 46% are public and 54% are private. The organization's membership is comprised of 2-year and 4-year institutions, as well as schools that offer advanced and professional degrees.

NAFEO was founded in 1969, at a time when the nation had before it overwhelming evidence that educational inequality in higher education remained manifest. The 1954 Supreme Court decision, *Brown vs. Topeka Board of Education*, and its progeny, focused national attention on the dual and unequal primary and secondary education systems nationwide and spurred two decades of litigation and legislation designed to redress the inequalities. But the initial debate neither paid much attention to the inequalities in higher education nor focused on the nation's HBCUs as equal opportunity institutions; thus, a solution to some of the nation's higher education issues was eluded. NAFEO's establishment occurred in response to the need to have an organizational mechanism in place that would keep these issues at the forefront of national policy discussion and development.

Since the organization's inception in 1969, NAFEO has played a key strategic role in expanding access to higher education for African Americans, and in more recent years students from other racial/ethnic groups. In fact, NAFEO institutions historically are responsible for educating the vast majority of African Americans. Today, while NAFEO institutions enroll approximately 18 percent of all African American college students, they confer about 30 percent of all bachelors degrees awarded to African Americans nationally. In some disciplines, such as engineering and teacher education, the number is significantly higher. Moreover, these schools produce the largest number of African American baccalaureate recipients who eventually go on to receive doctoral degrees, especially in the sciences.

Consider, for example, that eight of the top 10 producers of African American engineers are HBCUs. Additionally, 42 percent of all the PhDs earned each year by African Americans are earned by graduates of HBCUs; 18 of the top 23 producers of African Americans who go on to receive science-related PhDs are HBCUs. NAFEO institutions are situated in every quarter of the country: in fourteen Southern states, six Northern states, three Midwestern states, one Western state, the District of Columbia and the Virgin Islands. They enroll approximately

300,000 undergraduate students and 50,000 graduate, professional and doctoral students. Our alumni rosters include Mary McLeod Bethune, Booker T. Washington, Althea Gibson, Thurgood Marshall, Oprah Winfrey, Andrew Young, Jr., Ronald McNair, Martin Luther King, Jr., Vernon Jordan, Walter Payton, approximately half of the Members of the Congressional Black Caucus, and scores of other notable leaders.

STATEMENT OF NEED

Now, if I may, I would like to address the five categorical issue areas referenced previously. The good news is that we do not have to start from scratch. Consistent with recommendations submitted last year to Members of both the Republican and Democratic Leadership teams, many of these categorical issues were addressed as a part of the 21st Century Higher Education Initiative, H.R. 1162, as introduced by Representative George Miller, Minority Leader Richard Gephardt, Representatives Major Owens, Patsy Mink and others. Particularly, the measure proposes the following:

- Double funding for minority –serving institutions over three years;
- Create new opportunities for minority college students to earn advanced degrees;
- Increase Pell Grant funding form $3,750 to $7,000 over three years;
- Recruit minority teachers for America's public schools;
- Provide new incentives to eliminate the "digital divide"; and
- Preserve the most endangered historic properties located at HBCUs.

Additionally, working with Republican Conference Chair, J.C. Watts, Representative Pete Hoekstra, and others on the Majority side of the aisle, as well as Members of the Congressional Black Caucus, including Representatives Eddie Bernice Johnson, Edolphus Towns, James Clyburn, Carrie Meek, Jesse Jackson, Jr., Donna Christensen, and others, discussions are underway to authorize and appropriate funding for many of the initiatives we have identified as our legislative priorities. Congressman J.C. Watts, particularly, is commended for the leadership and assistance he has displayed in convening this week's HBCU Summit and working with the relevant authorizing and appropriations committees to address our concerns. Unfortunately, many of the recommendations submitted by the HBCU community await authorization and the realization of the community's recommended appropriations. The productivity of the nation's historically and predominantly Black Colleges and Universities would be greatly enhanced by providing the authorization and appropriations recommended by the HBCU community and those included in H.R. 1162.

STUDENT ACCESS AND FINANCIAL ASSISTANCE, AND THE INADEQUACIES OF THE PRESIDENT'S BUDGET

Trends related to enrollment, particularly college entrance gaps, partly are affected by the low-income status of African American families. The majority of African American families have incomes that are less than $25,000 a year. Thus, the students enrolled in HBCUs disproportionately rely on federal student financial aid programs. The 1995-96 data released by the National Center for Education Statistics reveal that almost 17 million students were

enrolled in undergraduate programs at our nation's institutions of higher education. Of this amount, there were about 2 million African American undergraduates who were enrolled during 1995-96. Of those enrolled, almost 63 percent of African American students received some form of student financial assistance. For those enrolled in HBCUs, the number is closer to 90 percent. For whites, 47 percent received aid, and for Hispanics, approximately 54 percent of the students received some type of financial assistance.

Although there were significant increases in the FY02 appropriations for student aid programs, the budget submitted to Congress just last week by President Bush signals a disturbing and potentially pernicious reversal in policy that has resulted from a multi-year, collective, bipartisan effort of Congress and the education community *"to leave no child behind,"* and to expand educational opportunities for every American. Looking specifically at the higher education, student aid component of the FY03 budget recommendations, the proposed level funding of Pell Grants, work-study, SEOG, combined with the reductions proposed for minority-specific programs cutting across the federal spectrum, including the National Science Foundation, the Office of Minority Health, and other agencies can be viewed nothing less than an assault on the homeland security the President has vowed to protect. The bottom line is this: *If you leave HBCUs behind, you leave our children behind, which essentially is a blatant and perverse contradiction of well-established national education goals.*

Therefore, NAFEO supports additional funding in the areas identified by the Student Aid Alliance. Because students attending HBCUs rely so heavily on the federal student financial assistance programs, NAFEO fully supports increases proposed for Pell Grants, SSIG, SEOG, TRIO, work-study, and several other student aid programs. Specifically, NAFEO joins the Student Aid Alliance in recommending that the maximum award for Pell Grants be increased to $4500; funding for SEOG would be $875 million, representing an increase of $150 million above last year's level; funding for work-study would be increased from $1.011 billion provided last year to $1.161 billion; and an additional $200 million for TRIO would bring funding to $1.025 billion. NAFEO requests an opportunity to submit a more detailed listing of its FY03 funding recommendations to the joint subcommittee, following a more comprehensive review of the President's budget.

Also, for the record, I would like to note and commend the efforts of House Appropriations Chairman Bill Young for the position he articulated in correspondence, dated February 6, 2002 to Mitchell Daniels, Jr., the Director of the Office of Management and Budget. In that letter, Chairman Young addressed the recent shortfall in the Pell grant program, and vigorously defended Congress' Constitutional authority over federal expenditures. ' Like Chairman Young and many of you, we, too, are disturbed by the shortfall, which has resulted from a larger-than-expected increase in qualified Pell applicants. We certainly agree that the necessary funds should be appropriated to cover the shortfall.

CLOSING THE DIGITAL DIVIDE

A 1999 Department of Commerce study, *Falling Through the Net: Toward Digital Inclusion,* found that although more Americans than ever before have Internet access, a "digital divide" exists among "those with different levels of income and education, different racial and ethnic

groups, old and young, single and dual-parent families, and those with and without disabilities." Other national studies show similar findings, that among minority serving institutions (MSIs), there exist serious areas of digital divide in student Internet access, high-speed connectivity and insufficient infrastructure.

There are large segments of society that are cut off from the infinite possibilities of the Internet revolution, because they do not have computer access and/or knowledge of web capabilities. As a result, there is lost opportunity for these individuals to secure a better education, better employment, communication and commercial options, as well as needed health care information and assistance.

Last year, with the support of the Department of Commerce, NAFEO completed a study entitled *Historically Black Colleges and Universities: An Assessment of Networking and Connectivity*. Half of the HBCUs surveyed did not have computers available in the location most accessible to students—their dormitories. Other findings of this landmark study include the following:

- Most HBCUs do not have high-speed connectivity to the Internet and World Wide Web, and only three percent of these colleges and universities indicated that financial aid was available to help their students, 75% of whom do not own their own computers, close the "computer ownership gap."
- Approximately 88% of HBCUs have access to T-1 lines from their local ISPs and operating companies and connect to their networks using single or multiple T-1 lines. However, a single T-1 line is not sufficient to provide a large campus with effective bandwidth for 21st century connectivity. The more bandwidth capacity an HBCU has, the more possibilities that institution may have for participation in advanced projects such as Internet2, which may be one of the key areas that hold back HBCUs from making the digital leap into this century.
- Extensive connectivity to a global community appears to be underutilized among HBCUs. Connectivity beyond the campus borders only extends to regional and/or statewide networks, or in a few instances to the federal government.
- Out of the 80 HBCUs responding to the Commerce study, only 31% indicate that they network with state college systems, 13% network with the K-12 school districts, 20% with the federal government, and 5% with commercial vendors.
- Of the participating schools, 76% estimate that fewer than 25%, or 1 out of every 4 HBCU students personally own computers. This contrasts with the 1999 Campus Computing Study, which reports that among all institutions of higher education, 49 percent, or about one out of every two students personally own their own desktop or notebook computers.

Based on these findings, NAFEO's seeks your assistance in passing legislation that will help to:

- Strengthen the capacity of HBCUs to participate in the national effort to improve the nation's technology and telecommunications infrastructure;

- Improve the quality of education for students attending HBCUs, by encouraging policies and leadership that support the telecommunications infrastructure necessary for campus-wide connectivity;
- Fund an already permissible activity under Title III that would provide an additional $20 million in support of fully eligible Pell Grant students having access to their own computers;
- Strengthen NAFEO's capabilities and role as a national service organization that provides research, evaluation, and dissemination of information about telecommunications and technology infrastructure to HBCUs and minority institutions.

In attempting to address some of these needs, there has been legislation introduced by Senator Max Cleland, S.414, the National Technology Instrumentation Challenge Act. A companion bill, H.R. 1034, has been introduced by Representative Edolphus Towns in the House. Both bills seek to amend the National Telecommunications and Information Administration Organization Act and ultimately develop a digital network technology program by providing targeted and increased federal support to MSIs to help close the digital divide. We ask each of you, Republican and Democrat, to work with the House leadership to ensure the passage of this vital legislation. Passage of this legislation is critical to ensuring that those institutions serving the largest concentrations of the nation's minority and low-income students catch up and keep up with the advancing technologies of the 21st century.

Title III and Capacity Building and The Need for a New Research and Development Paradigm

The Higher Education Act that established the Title III program was a compelling demonstration of governmental power on behalf of educational opportunity for all Americans. The men and women who supported the Title III programs in the beginning and those of you here today – are to be commended for your vision and your commitment to the people of this nation. The original legislation, and subsequent amendments serve as a powerful model that have funded revolutionary changes in the intellectual and student service environments at HBCUs. Title III undoubtedly has helped black institutions become more competitive, and when funded optimally will assist in fulfilling ultimately its goal of leveling the playing field.

This year, NAFEO will be supporting two capacity-building initiatives. First, increased funding for Title III, Part B is a top priority. Although there have been increased high school graduation rates among African Americans, and improved achievement at the public school levels, African American college enrollment has not kept pace with the increases in enrollment experienced by other ethnic and racial groups. In fact, according to the Department of Education's Digest of Educational Statistics, of all major racial groups, African American college enrollment is the lowest in the country. In 1995 only 51.4% of African American high school graduates enrolled in college, compared to 62.6% of white graduates and 53.8% of Hispanic graduates.

In 1968, just three years after Title III was enacted, HBCUs educated almost 100% of the African Americans who attended college in the states that practiced segregation as a matter of

law, and 80% of the African Americans who entered college generally. A decade later, beginning in 1977 and ending in 1987, HBCUs experienced a 22% drop in the number of African American baccalaureates. However, with the enactment of Title III, Part B, under the Historically Black College and University Act, this trend was reversed. Thus, from 1987 to 1995, HBCUs recovered the 22% loss with a 32% increase in baccalaureate production. But, this increase has not kept pace with other ethnic groups.

NAFEO recommends that funding for Title III, Part B (undergraduate institutions) be increased to $260 million. Adoption of this recommendation will raise the minimum grant to approximately $1 million, and a large number of institutions would get substantially higher grants. Such an increase will allow these schools funding to better support faculty development, student retention, facilities, and endowment efforts in a more comprehensive fashion. Additionally, as stated previously, an additional $20 million is requested to provide low-income freshmen, who are eligible to receive the maximum Pell Grant award with computers.

Second, NAFEO recommends increases for the Title III, Part B, Section 326 program, Strengthening Historically Black Graduate Institutions. NAFEO's recommendation of $65 million raises the funding level from the $50.7 million provided last year. This recommendation will allow HBCUs to address the serious issue of the undersupply of African American PhDs in the sciences and engineering fields, and professional degrees in law, pharmacy, and medicine.

Until 1995, when African Americans received 1309 doctoral degrees, the previous high had been achieved two decades earlier in 1977, when 1113 doctorates were received. Additionally, African American doctoral degrees tend to be concentrated in certain areas such as education. Forty-two percent of all doctorates for African Americans are in education compared to 19 percent for all U.S. citizens. Conversely, African American representation in the sciences is very low. In 1996, African Americans received the following number of doctorates of all those awarded to U.S. citizens in the following fields: mathematics—8 of 646 (1.2%); computer science—12 of 513 (2.3%), chemistry—45 of 1461 (3.1%); physics—15 of 1097 (1.4%); engineering—74 of 3383 (2.2%); and biological sciences—98 of 4365 (2.2%).

Looking at this data, it is clear that the greatest educational imperative of the 21st Century for HBCUs will be to produce a sufficient number of African Americans who will be involved at the highest levels of scientific and engineering development. Thus, the recommended increase in funding for Section 326 will raise the minimum grant awarded to HBCUs, thereby strengthening their ability to overcome historical barriers and to effectively address the contemporary challenges they face in preparing graduate students for a technologically competitive, global marketplace. Increased awards, which will be matched by participating institutions, will help to provide needed resources to attract and retain graduate and professional students, as well as improve facilities and enhance faculty development.

Finally, in addressing the research and development needs of the nation, and looking beyond Title III, Section 326, it is imperative that Congress hold those agencies charged with

managing the nation's science and technology agenda accountable in how they distribute resources and engage HBCUs in their programmatic activities. For instance, data assembled and disseminated by the federal government reveal disturbing trends related to the participation of HBCUs in the federal R&D enterprise. Based on data compiled by the National Science Foundation, for 1999, about $14 billion was awarded by the federal government to all institutions of higher education for R&D. Of this amount, only $164 million was awarded to HBCUs, less than one percent. Even more disturbing is the fact that these funding levels represent a decline in the amounts provided in previous years ($202 million in 1995, and $188 million in 1996), while overall funding in this area has increased (up from $12.8 billion in 1995 to over $14 billion today). Looking specifically at R&D funding awarded by the NSF, while overall funding to institutions of higher education was $1.9 billion in 1998, only 2.2%, or $43 million was awarded to HBCUs. This averages out to less than $400,000 per HBCU institution, while the top 100 institutions average $19 million per institution. Furthermore, data prepared by the White House Initiative on HBCUs, shows the total NSF funding awarded to HBCUs (cutting across all of the agency's programs) for FY99 was just 1% of the total awarded to all institutions of higher education. These findings suggest that NSF, itself, may be in violation of a federal mandate, included within the agency's 1950 reauthorization, which directs it to refrain from any "undue concentration" of funding for research and education. The legislation states:

> *In exercising the authority and discharging the functions referred to in the foregoing subsections, it shall be an objective of the Foundation to strengthen research and education in the sciences and engineering, including independent research by individuals, throughout the United States, and* ***to avoid undue concentration*** *of such research and education. (42U.S.C. 1862, Sec. 3e)*

In an effort to correct a well-documented "undue concentration" of research and education resources, NAFEO has succeeded in securing funding for an initiative at NSF that will stimulate the competitive research and development capacity of HBCUs that provide doctoral degrees in science-related fields. Congress provided $2.6 million in the FY02 NSF appropriations account. No funding is included in the President's FY03 budget. **Even more disturbing are the budget recommendations that would either level-fund, reduce or destroy funding for almost every HBCU-specific program at almost every federal agency engaged in national R&D efforts.** We ask that you work with us in support of initiatives that will reverse these trends across the federal R&D enterprise.

HISTORIC PRESERVATION

While not directly under this joint subcommittee's jurisdiction, the consideration and ultimate passage of H.R. 1606, a bill which will amend section 507 of the Omnibus Parks and Public Lands Management Act of 1996 to authorize additional appropriations for HBCU historic preservation efforts, urgently is needed to protect the legacies and longevity of historical institutions that have been and will forever be necessary and indelible contributors to our success as a nation. Many structures on HBCU campuses are in severe need of repair. The situation is so severe, that in 1998, the National Trust for Historic Preservation took an

unprecedented step and included 103 HBCUs on its list of *America's 11 Most Endangered Historic Places*. In making this designation, the National Trust noted:

> *Today, 103 Historically Black Colleges and Universities across the nation continue to serve as centers of learning and catalysts for social change. Sadly, they are also victims of a lack of funding which has left many historically significant buildings inadequately maintained and desperately in need of repair . . . Immediate action must be taken to preserve not just the structures themselves, but the important legacy of HBCUs – the dreams they fulfill through the educations they provide.*

The findings of the National Trust for Historic Preservation are consistent with findings that have been made by the Department of Interior, Congress, and the General Accounting Office. For instance, pursuant to a congressional request submitted by Representative James Clyburn, the General Accounting Office (GAO) conducted a study of historic preservation needs at HBCUs entitled *Historic Preservation: Cost to Restore Historic Properties at Historically Black Colleges and Universities* (GAO/RCED-98-51, February 1998). GAO concluded that 712 properties on the 103 HBCU campuses surveyed were in need of repairs or structural renovations. Of these 712 properties, 672 (94.4%) are buildings, with the remainder being sites, structures or objects, such as smokestacks and courtyards. An estimated $755 million is needed to address these historic preservation needs.

The needs at many of the facilities consist of making the properties more accessible to people with disabilities, replacing leaky roofs, removing health threats such as asbestos and lead-based paint, or wiring for new technologies. It should be noted that in recognition of their historic and present importance, the Park Service in June of 1998 listed all 103 HBCUs on the National Register of Historic Places. This action makes each of the properties identified by GAO eligible for historic preservation funding. Most recently, this issue was addressed in a hearing held by House Resources Committee, Subcommittee on National Parks, Recreation and Public Lands. We commend the Subcommittee Chair Joel Hefley and Ranking Member, Donna Christensen for convening that hearing, and ask you to work with them to secure the ultimate passage of H.R. 1606.

TARGETING RESOURCES FOR THE TRAINING OF MINORITY TEACHERS

In the recent enactment of the *No Child Left Behind* legislation, Congress and the President recognize that while some exemplary approaches to teacher education exist, too few institutions have restructured their programs to assure that teachers are well qualified in the subjects they teach and well trained in research-based instructional practices needed to help all children learn. Moreover, there is a significant teacher shortage in this country, particularly a shortage of minority teachers. The Department of Education estimates that 2 million new teachers will be needed over the next 10 years as student enrollments reach their highest levels ever, and teacher retirements and attrition create large numbers of vacancies.

Even more disturbing are the findings included in a September 2000 report prepared by The Institute for Higher Education Policy titled, *"Educating the Emerging Majority: The Role of Minority-Serving Colleges and Universities in Confronting America's Teacher Crisis."* This report recognizes that there is a critical gap between the number of students of color and

teachers of color. For example, minority student enrollment has risen consistently over the past three decades, with students of color accounting for nearly 37% of elementary and secondary school enrollment in 1998. However, diversity in the workforce is not growing at the same rate. While there was an increase in the number of public elementary and secondary school teachers of almost 11% from academic years 1990-1991 to 1993-1994, the majority of teachers were white, specifically 87% compared to 8% of African American teachers, which actually decreased by two percentage points during the same period.

Additionally, the American Association for the Advancement of Science (AAAS) has concluded that very few elementary school teachers have adequate preparation in science and mathematics before they begin to teach these subjects. Furthermore, as of year 2000, minorities represent 30% of the student population and less than 6% of the teacher work force. With such a significant number of this country's public school population consisting of students of color, it is important to have competent teachers who are well-trained and sensitive to the educational needs and cultural backgrounds of this nation's students.

NAFEO-member institutions seek $20 million in federal funding to support the establishment of up to 10 HBCU Collaborative Centers of Excellence in Teacher Preparation. The request is made pursuant to previously referenced findings. We ask that the program be implemented as permitted by Title II, the Teacher Quality section, of the Elementary and Secondary Education Act (ESEA), or any other relevant program sponsored by the Department of Education. Funding could also be provided as a set aside component of the Administration's FY03 $200 million science and mathematics request for the NSF.

This concludes my testimony. Again, on behalf of the National Association for Equal Opportunity in Higher Education, I want to thank you for the opportunity to appear before you today.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Frederick S. Humphries		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999: See Attachment 1		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: The National Association for Equal Opportunity in Higher Education (NAFEO)		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: President/CEO, NAFEO Membership association of over 100 historically and predominately Black colleges and universities		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract: See Attachment 1		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: Frederick S. Humphries Date: 2-11-02

Please attach this sheet to your written testimony.

Attachment 1

NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION

Federal Programs

U.S. Department of Housing & Urban Development (HUD), Program: Community Development Housing Organization (CHDO). The project will employ a bi-directional approach to outreach and assistance that takes advantage of formal and informal communication systems that exist in historically undeserved and disadvantaged communities. Training and technical assistance will be provided in housing education and program wide management and development. Total annual funding for this program is $281,599.

The Environmental Protection Agency (EPA) Faculty Development Program. This program is designed to provide opportunities for faculty at HBCUs to work in collaboration with EPA researchers at EPA research sites around the nation. 2001 funding this program is $983,376.

The Department of Labor (DOL) Employment and Training Program (ETA). The focus of this program is the strengthening of communication linkages between HBCUs and federal agencies. It is also the aim of this program to increase the number of DOL/ETA contractual relationships with HBCUs. Total annual funding for this program is $250,000.

Collaboration on Research Programs For HBCUs/OMUs at NASA/Ames Research Center. The NASA-Ames/NAFEO/MSI Research Center Initiative grew out of a need to provide research and learning opportunities for faculty and students at HBCUs and other minority serving institutions at the NASA-Ames Research Center, Moffett Field, California. This initiative is built upon the model established by the California Higher Education System and NASA-Ames Research Center. The initial proposal called for a group of HBCU and MSI presidents to explore means of collaborating to develop and implement initiatives that will further the respective missions of the institutions and the goals of NASA-Ames, and that will contribute to the academic and economic needs of Silicon Valley. The planning grant for year 2001 for this program is $347,396.

The Louis Stokes Leadership Development Program for Minority Institutions. NAFEO in collaboration with NASA and the National Sponsored Program Administrators Alliance, Inc. (NSPAA) continue to unfold the Louis Stokes Professional Leadership 2000-2001 Program. The goals of the program are designed to assist HBCUs and OMUs in strengthening the delivery and management of NASA sponsored mathematics, science, engineering, technology and other professional fields that are consistent with NASA 's purpose. NAFEO staff will conduct periodic seminars for the program participants, as well as interface with NASA management and NSPAA pertaining to program matters, and as "trouble shooters" relevant to the program participants. Total annual funding for this program is $1,778,768.

OMH Peer Education & Prevention Project: *"Getting the HIV/AIDS Message Out,"* a program funded by the Office of Minority Health which provides for training of "trainers" on our HBCU

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campuses throughout the nation. The fiscal year 2001-2002 is the third year of the grant and the current focus of the project is concentrated in two geographical regions - southern states from Georgia through Texas, and the US Virgin Islands. Total annual funding for this project is $150,000.

Young Adults Health 'N Wellness Awareness (YAHNWA) Project. Funded by the Centers for Disease Control and Prevention/Division of Adolescent and School Health. The primary objective of the *YAHNWA* Project is to develop a culturally appropriate HIV/STD Wellness program for youth and young adults based on information that youth say they need in order to make more informative health decisions. Total annual funding for this project is $249,585.

Substance abuse, HIV/AIDS Prevention and Educational Enrichment (SHAPE) for African American Youth. This project is funded by a grant from the United States Department of Health (DHHS) and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA). The Substance Abuse, HIV/AIDS and Wellness project (SHAPE) will conduct culturally appropriate prevention focus groups for youth ages 13 - 17 in African American and other communities of color in the Mid-Atlantic and Northeastern United States. Total annual funding for this three year program is $300,000.

HBCUs Black Education and Training (BEAT) CANCER Project. NAFEO's Beat Cancer Program in collaboration with the National Cancer Institute and the Oncology Nurses Association hosted a cancer grants writing workshop, November 3, 2001 in Chicago, Illinois. The BEAT Cancer program sponsored nine workshop participants from HBCU Schools of Medicine and Pharmacy. Total annual funding for this project is $345,000.

Community Planning Leadership and Orientation Program (CPLOT): *"Project Unity"*. This collaborative initiative supports the Centers for Disease Control and Prevention (**CDC**) in its efforts to enhance the capacity of community-based organizations (**CBOs**), community coalition development (**CCDs**) organizations and other community stakeholders, to effectively participate in and support HIV prevention community planning by increasing their knowledge, skills and involvement in the community planning process. Total annual funding for this program is $150,000.

Subcontracts

NAFEO is presently serving as sub-contractor for three projects:

1. UNCF/DOD Surplus Property Project, revenue: $136,723
2. TRIO Program for Opportunity in Education, revenue: $46,825
3. Institute for Higher Education Policy, revenue: $10,000

Subcontracts revenue is $193,548.

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APPENDIX G -- STATEMENT OF CHRISTOPHER ELDERS, STUDENT AND RHODES SCHOLAR, MOREHOUSE COLLEGE, ATLANTA, GEORGIA

TESTIMONY OF CHRISTOPHER ELDERS

STUDENT, MOREHOUSE COLLEGE , ATLANTA, GA

Presented to

COMMITTEE ON EDUCATION AND WORKFORCE

Subcommittees on Select Education and 21st Century Competitiveness

February 13, 2001
2175 House Rayburn Office Building

I would first like to thank the committee for the tremendous honor of speaking as a student at a historically black college. Winning the Rhodes Scholarship has been a tremendous honor for me and my family. Quickly I learned that with this award comes a great deal of attention and acclaim. I am pleased that along with the interest in me winning the Rhodes, a great deal of interest has been generated about my school, Morehouse College. I am especially pleased; because the focus of the discussion has been on the high-quality liberal arts education I received at Morehouse and not solely on its status as a historically black institution. However, this is not to say that liberal arts institutions and historically black colleges and universities are mutually exclusive. In fact, as I approach the end of my time as a student at Morehouse, I have realized more and more that the quality of the education cannot be separated from the character of the education.

Today, I would like to briefly discuss the role that attending a historically black college has had on my intellectual and academic growth. Thankfully, America has become increasingly integrated and fewer barriers exist for African Americans to attend the school of his or her choice. Unfortunately, it is assumed by some that the need for historically black colleges and universities has declined, if the need existed at all. However, it is often forgotten that most students, like me, who choose to attend a historically black college do so, not because it is their only choice, but because it is the best choice for them. And it is even more important to understand that for most African American students this choice is not an attempt to escape the culturally diverse landscape of mainstream colleges and universities, but is instead a choice to pursue the unique cultural and education opportunities provided by a historically black college or university.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Christopher Elders

	Yes	No
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).		X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999:		
3. Will you be representing an entity other than a government entity?	X	
4. Other than yourself, please list what entity or entities you will be representing: Morehouse College		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: Student		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract:		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:		

Signature: Chris Elders Date: 02/08/01

Please attach this sheet to your written testimony.

Table of Indexes

Chairman Hoekstra, 2, 4, 5, 7, 9, 10, 11, 12, 13, 15, 18, 21, 22, 25, 27, 28, 29
Mr. Castle, 10
Mr. DeLauder, 13
Mr. Elders, 12, 23, 27, 28
Mr. Humphries, 18, 21, 22, 26
Mr. Isakson, 12, 27, 28
Mr. McKeon, 5, 25
Mr. Norwood, 11
Mr. Owens, 8
Mr. Payne, 9
Mr. Roemer, 3, 5, 26
Mr. Scott, 29
Mrs. Mink, 4, 7, 28
Ms. Lewis, 16, 28

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